

REPORT  
OF THE  
PROCEEDINGS OF THE THIRTY-NINTH  
MEETING OF THE CONVENTION  
OF  
AMERICAN INSTRUCTORS OF THE DEAF

COLORADO SCHOOL FOR THE DEAF  
COLORADO SPRINGS, COLO.

CONVENTION THEME  
"Today's Education Can Meet the Needs  
of the Deaf Child"



JUNE 28-JULY 3, 1959

SEPTEMBER 11 (legislative day, SEPTEMBER 5), 1959.—Referred to  
the Committee on Rules and Administration

UNITED STATES  
GOVERNMENT PRINTING OFFICE  
WASHINGTON : 1960

## THIRTY-NINTH

1959

CONVENTION OF THE AMERICAN INSTRUCTORS OF THE DEAF  
PROCEEDINGS OF THE THIRTY-NINTH CONVENTION

40

## AMERICAN INSTRUCTORS OF THE DEAF

## SENATE RESOLUTION 190

Submitted by Mr. HENNINGS

IN THE SENATE OF THE UNITED STATES,  
September 11, 1959.

*Resolved*, That the report of the proceedings of the thirty-ninth biennial meeting of the Convention of American Instructors of the Deaf, held at Colorado Springs, Colorado, June 28 to July 3, 1959, be printed with illustrations as a Senate document, and that one thousand additional copies be printed for the use of the Joint Committee on Printing.

Attest:

FELTON M. JOHNSTON,  
*Secretary.*

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## LETTER OF TRANSMITTAL

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GALLAUDET COLLEGE,

Washington, D.C., August 31, 1959.

*To the Congress of the United States:*

In accordance with the act of incorporation of the Convention of American Instructors of the Deaf, approved January 26, 1897, I have the honor to submit the proceedings of the 39th meeting of the convention, held at the Colorado School for the Deaf and the Blind, Colorado Springs, Colo., June 28 to July 3, 1959, inclusive.

I have the honor to be, very respectfully, your obedient servant.

LEONARD M. ELSTAD, *President.*

Hon. RICHARD M. NIXON,  
*President of the Senate.*

Hon. SAM RAYBURN,  
*Speaker of the House.*

## LETTER OF SUBMITTAL

THE CONVENTION OF  
AMERICAN INSTRUCTORS OF THE DEAF,  
August 24, 1959.

Dr. LEONARD M. ELSTAD,  
*President, Gallaudet College, Washington, D.C.*

DEAR SIR: In accordance with section 4 of the act of incorporation of the Convention of American Instructors of the Deaf, approved January 26, 1897, a report is to be made to Congress, through the president of Gallaudet College at Washington, D.C., of "such portions of its proceedings and transactions as its officers shall deem to be of general public interest and value concerning the education of the deaf."

In agreement with the above request, I have the honor to submit herewith a comprehensive report containing such papers and addresses as may be of special interest or of historic value, all of which were presented at the 39th meeting, held at the Colorado School for the Deaf and the Blind, Colorado Springs, June 28 to July 3, 1959, inclusive.

May I respectfully request that this report be laid before Congress.  
Very truly yours,

GENEVIEVE RYAN,  
*Secretary, Convention of American Instructors of the Deaf.*

## FOREWORD

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This volume contains the complete proceedings of the 39th meeting of the Convention of American Instructors of the Deaf held at Colorado Springs, Colo., June 28 to July 3, 1959. Also included herewith as a part of the week's deliberations dealing with the education of the deaf is the report of the 31st meeting of the Conference of Executives of American Schools for the Deaf held in conjunction with the meeting of the convention.

The collection and preparation of material for printing purposes has been complicated to some extent by the change to a "workshop" type of meeting. With numerous meetings progressing simultaneously and many of these meetings dealing with the same topics, the stenotypist and the editor have been forced to depend upon section leaders and reporters for the accounts of these meetings contained herein. These reports for the most part have been printed as submitted to the editor—with only minor corrections. The material herein should be of inestimable value to educators of the deaf and to all others interested in this area of education.

The editor wishes to express his thanks and appreciation to the following people who assisted in the preparation of this volume:

To Mr. Albert B. Davis, stenotypist, Jefferson City, Mo., for his efficient collection and organization of the papers and for the careful and speedy manner in which all records of the convention were prepared for submission to Congress.

To Mrs. Martha Adkins and Mrs. Eleanor Spurling of the Indiana School for the Deaf for clerical assistance in the preparation and typing of the index.

To Mr. Thomas Dillon, treasurer of the convention, for his list of members as it appears in the early pages of this report and for his preparation of the mailing list of convention proceedings.

To Mr. William H. Wannall of the Office of the Secretary of the Senate for his never failing patience, assistance, and advice during the preparation and printing of the proceedings.

And particularly, to my mother, Mrs. Truman L. Ingle, supervising teacher of the New York School for the Deaf, for her untiring assistance in the editing of original copy and in the reading and correction of the proofs.

Respectfully submitted.

WILLIAM J. MCCLURE,  
*Editor, 39th Proceedings.*

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App

## ACT OF INCORPORATION

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That Edward M. Gallaudet, of Washington, in the District of Columbia; Francis D. Clarke, of Flint, in the State of Michigan; S. Tefft Walker, of Jacksonville, in the State of Illinois; James L. Smith, of Faribault, in the State of Minnesota; Sarah Fuller, of Boston, in the State of Massachusetts; David C. Dudley, of Colorado Springs, in the State of Colorado; and John R. Dobyns, of Jackson, in the State of Mississippi, officers and members of the Convention of American Instructors of the Deaf, and their associates and successors, be, and they are hereby, incorporated and made a body politic and corporate in the District of Columbia, by the name of the "Convention of American Instructors of the Deaf," for the promotion of the education of the deaf on the broadest, most advanced, and practical lines, and by that name it may sue, plead, and be impleaded, in any court of law or equity, and may use and have a common seal and change the same at pleasure.*

SEC. 2. That the said corporation shall have the power to take and hold personal estate and such real estate as shall be necessary and proper for the promotion of the educational and benevolent purposes of said corporation, which shall not be divided among the members of the corporation, but shall descend to their successors for the promotion of the objects aforesaid.

SEC. 3. That said corporation shall have a constitution and regulations or bylaws and shall have the power to amend the same at pleasure: *Provided*, That such constitution and regulations or bylaws do not conflict with the laws of the United States or of any State.

SEC. 4. That said association may hold its meetings in such places as said incorporators shall determine and shall report to Congress, through the President of the Columbia Institution for the Deaf and Dumb at Washington, District of Columbia, such portions of its proceedings and transactions as its officers shall deem to be of general public interest and value concerning the education of the deaf.

Approved, January 26, 1897.

MEETINGS OF THE CONVENTION OF AMERICAN INSTRUCTORS OF  
THE DEAF

First—New York, N. Y., August 28-30, 1850.  
 Second—Hartford, Conn., August 27-29, 1851.  
 Third—Columbus, Ohio, August 10-12, 1853.  
 Fourth—Staunton, Va., August 13-15, 1856.  
 Fifth—Jackson, Ill., August 10-12, 1858.  
 Sixth—Washington, D.C., May 12-16, 1868. (Also called the "First Conference of Superintendents and Principals of the American Schools for the Deaf.")  
 Seventh—Indianapolis, Ind., August 24-26, 1870.  
 Eighth—Belleville, Ontario, July 15-20, 1874.  
 Ninth—Columbus, Ohio, August 17-22, 1878.  
 Tenth—Jacksonville, Ill., August 26-30, 1882.  
 Eleventh—Berkeley, Calif., July 15-23, 1886.  
 Twelfth—New York, N. Y., August 23-27, 1890.  
 Thirteenth—Chicago, Ill., July 17, 19, 21, 24, 1893.  
 Fourteenth—Flint, Mich., July 2-8, 1895.  
 Fifteenth—Columbus, Ohio, July 28-August 2, 1898.  
 Sixteenth—Buffalo, N. Y., July 2-8, 1901.  
 Seventeenth—Morganton, N.C., July 8-13, 1905.  
 Eighteenth—Ogden, Utah, July 4-10, 1908.  
 Nineteenth—Delavan, Wis., July 6-13, 1911.  
 Twentieth—Staunton, Va., June 25-July 3, 1914.  
 Twenty-first—Hartford, Conn., June 29-July 3, 1917.  
 Twenty-second—Mount Airy, Pa., June 28-July 3, 1920.  
 Twenty-third—Belleville, Ontario, June 25-30, 1922.  
 Twenty-fourth—Council Bluffs, Iowa, June 20-July 4, 1925.  
 Twenty-fifth—Columbus, Ohio, June 27-July 1, 1927.  
 Twenty-sixth—Faribault, Minn., June 17-21, 1929.  
 Twenty-seventh—Winnipeg, Manitoba, June 22-26, 1931.  
 Twenty-eighth—West Trenton, N.J., June 18-23, 1933.  
 Twenty-ninth—Jacksonville, Ill., June 17-21, 1935.  
 Thirtieth—New York, N. Y., June 20-25, 1937.  
 Thirty-first—Berkeley, Calif., June 18-23, 1939.  
 Thirty-second—Fulton, Mo., June 23-27, 1941.  
 Thirty-third—St. Augustine, Fla., June 16-20, 1947.  
 Thirty-fourth—Jacksonville, Ill., June 19-24, 1949.  
 Thirty-fifth—Fulton, Mo., June 17-22, 1951.  
 Thirty-sixth—Vancouver, Wash., June 28-July 3, 1953.  
 Thirty-seventh—West Hartford, Conn., June 26-July 1, 1955.  
 Thirty-eighth—Knoxville, Tenn., June 23-28, 1957.  
 Thirty-ninth—Colorado Springs, Colo., June 28-July 3, 1959.

## LIST OF PRESIDENTS

1. Christopher Morgan.
2. Thomas Day, Connecticut.
3. John W. Andrews, Ohio.
4. James H. Skinner, Virginia.
5. Rev. J. M. Sturtevant, Illinois.
6. Harvey P. Peet, New York.
7. Rev. Collins Stone, Connecticut.
8. W. W. Turner, Connecticut.
9. Rev. Dr. A. L. Chapin, Wisconsin.
10. Edward Miner Gallaudet, District of Columbia.
11. Philip G. Gillett, Illinois.
12. Warring Wilkinson, California.
13. Philip G. Gillett, Illinois.
14. Wesley O. Connor, Georgia.
- 15-20. Edward Miner Gallaudet, District of Columbia.
- 21-23. Percival Hall, District of Columbia.
24. Newton F. Walker, South Carolina.
25. John W. Jones, Ohio.
26. Frank M. Driggs, Utah.
27. Elbert A. Gruver, Pennsylvania.
28. Thomas S. McAloney, Colorado.
29. Alvin E. Pope, New Jersey.
30. Harris Taylor, New York.
31. Ignatius Bjorlee, Maryland.
32. Elwood A. Stevenson, California.
33. Clarence J. Settles, Florida.
34. Leonard M. Eustad, District of Columbia.
35. Mrs. H. T. Poore (Ethel A.), Tennessee.
36. Daniel T. Cloud, New York.
37. Truman L. Ingle, Missouri.
38. James H. Galloway, New York.
39. Edward R. Abernathy, Ohio.

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**OFFICERS OF THE CONVENTION OF AMERICAN INSTRUCTORS OF THE  
DEAF (1959-61), AND THE STANDING EXECUTIVE COMMITTEE**

**OFFICERS**

*President*.—Richard G. Brill, California School for the Deaf, Riverside.

*First vice president*.—Roy M. Stelle, Colorado School for the Deaf and the Blind, Colorado Springs.

*Second vice president*.—Edward W. Tillinghast, Arizona School for the Deaf and the Blind, Tucson.

*Secretary*.—Genevieve M. Ryan, St. Joseph's School for the Deaf, New York, N.Y.

*Treasurer*.—Thomas Dillon, New Mexico School for the Deaf, Santa Fe.

**DIRECTORS**

(The directors, with the officers, and the immediate past president, form the standing executive committee)

Ben E. Hoffmeyer, North Carolina School for the Deaf, Morganton.

Archie Leard, Saskatchewan School for the Deaf, Saskatoon.

Lloyd A. Ambrosen, Maryland School for the Deaf, Frederick.

Edward R. Abernathy, Ohio School for the Deaf, Columbus, immediate past president.

**OFFICERS OF THE CONVENTION (1957-59)**

*President*.—Edward R. Abernathy, Ohio School for the Deaf, Columbus.

*First vice President*.—Richard G. Brill, California School for the Deaf, Riverside.

*Second vice president*.—William J. McClure, Indiana State School for the Deaf, Indianapolis.

*Secretary*.—Sister Rose Gertrude, St. Mary's School for the Deaf, Buffalo, N.Y.

*Treasurer*.—Thomas Dillon, New Mexico School for the Deaf, Santa Fe.

**DIRECTORS (1957-59)**

Edward W. Tillinghast, Arizona School for the Deaf and the Blind, Tucson.

Myron A. Leenhouts, California School for the Deaf, Berkeley.

Joseph G. Demeza, Ontario School for the Deaf, Belleville.

James H. Galloway, Rochester School for the Deaf, New York, immediate past president.



and about 100 women who survived  
the accident, which occurred  
at 10:30 a.m. on Saturday, June 20.  
The accident occurred at the  
intersection of State Street and  
Main Street in the city of  
Kosciusko, Ind.

According to the Indiana State  
Police, the accident occurred when  
a car driven by a man from  
Michigan, who was driving on  
State Street, struck a woman  
pedestrian who was walking  
across the street.

## MEMBERS OF THE CONVENTION

### MEMBERSHIP LIST

Abbott, Mrs. Carrie Lou, Austin, Tex.  
 Abbott, Gwen, Oklahoma City, Okla.  
 Abel, Lillian C., Muskegon, Mich.  
 Abernathy, Edward, Columbus, Ohio.  
 Abernethy, Sara H., Riverside, Calif.  
 Ackerman, Rudolph A., Riverside, Calif.  
 Acuff, Lutie G., Knoxville, Tenn.  
 Adams, Godfrey, Santa Fe, N. Mex.  
 Adams, Mrs. Lucille, Danville, Ky.  
 Adams, Molly A., Gooding, Idaho.  
 Adams, Mrs. Norine C., St. Augustine, Fla.  
 Adamson, Mrs. Frances, Fulton, Mo.  
 Adcock, Mrs. Mary Nell, Little Rock, Ark.  
 Adrian, Sister M. Saint, C.S.J., Randolph, Mass.  
 Agnes, Sister M. James, C.S.J., Randolph, Mass.  
 Akin, Eli Conley, Knoxville, Tenn.  
 Akin, Mrs. Lucy, Knoxville, Tenn.  
 Alacoque, Sister Mary, C.S.J., Randolph, Mass.  
 Alber, Meldra E., Council Bluffs, Iowa.  
 Albertson, Mrs. Eleanor, Gooding, Idaho.  
 Albertson, Mrs. Marian, Council Bluffs, Iowa.  
 Aldridge, Mrs. Velma, Berkeley, Calif.  
 Alexander, Mrs. Alma, Baton Rouge, La.  
 Alexander, Mrs. Frances B., Fulton, Mo.  
 Alexander, Mrs. Mildred, Baton Rouge, La.  
 Alexander, Mrs. Pauline, Columbus, Ohio.  
 Allen, Dale, Indianapolis, Ind.  
 Allen, Mrs. Dorothy D., West Trenton, N.J.  
 Allen, Mrs. Jane H., San Antonio, Tex.  
 Allen, Imogene, Indianapolis, Ind.  
 Allen, Ruth M., Toronto, Ontario, Canada.  
 Allen, Myra, Little Rock, Ark.  
 Allie, Margaret, Flint, Mich.  
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 Alsobrook, James V., St. Augustine, Fla.  
 Alter, Winona, Indianapolis, Ind.  
 Alwang, Virginia, West Hartford, Conn.  
 Alworth, Natalie L., Scranton, Pa.  
 Ambrosen, Lloyd A., M.A., Frederick, Md.  
 Ames, Ruby J., El Cerrito, Calif.  
 Anderson, Mrs. Effie, Berkeley, Calif.

Anderson, Mrs. Evelyn, Colorado Springs, Colo.  
 Anderson, Mrs. Mamie M., Romney, W. Va.  
 Anderson, Mrs. Nita, Grand Rapids, Mich.  
 Anderson, Olga, Devils Lake, N. Dak.  
 Anderson, Robert, Jacksonville, Ill.  
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 Andrews, Mrs. Marie, Pittsburgh, Pa.  
 Anna Rose, Sister, University City, Mo.  
 Anne Bernardine, Sister, University City, Mo.  
 Appel, Virginia, Los Angeles, Calif.  
 Arbutnott, Helen C., Riverside, Calif.  
 Arensmeier, Mrs. Wilma, Salem, Oreg.  
 Arevalo, Mrs. Maria, New York, N.Y.  
 Argyres, Mrs. Nita D., Boston, Mass.  
 Armstrong, Mabel C., Vancouver, Wash.  
 Arnold, Mrs. Floris, Compton, Calif.  
 Arnold, Geraldine, Romney, W. Va.  
 Atcheson, Thelma, Santa Fe, N. Mex.  
 Athy, Mrs. Hazel, Little Rock, Ark.  
 Atkins, Samuel, Knoxville, Tenn.  
 Atkinson, Mrs. Ada Ruth, Little Rock, Ark.  
 Atkinson, Mrs. Carolyn, Cave Spring, Ga.  
 Atwood, Mrs. Margaret, Santa Fe, N. Mex.  
 Auetbach, Leon, Washington, D.C.  
 Avery, Mrs. Mildred, Scranton, Pa.  
 Aycock, Mrs. Annie W., Cave Spring, Ga.  
 Ayres, Hazel L., Scranton, Pa.  
 Ayres, Willis, Olathe, Kans.  
 Babcock, Louise G., Washington, D.C.  
 Backstrom, Mrs. Evelyn M., Faribault, Minn.  
 Backstrom, Lewis A., Faribault, Minn.  
 Bailey, Mrs. A. E., West Hartford, Conn.  
 Baker, Mrs. Bernice, Vancouver, Wash.  
 Baker, Mrs. Blanche, Beverly, Mass.  
 Baker, Julia E., Cave Spring, Ga.  
 Baker, Leon, Baton Rouge, La.  
 Baker, Mrs. Mary V., Fulton, Mo.  
 Baker, Mrs. Wilma, Salem, Oreg.  
 Balasa, Joseph, Danville, Ky.  
 Balasa, Mrs. Mary, Danville, Ky.  
 Baldridge, Paul F., Indianapolis, Ind.  
 Baldwin, Mrs. Blanche D., Rochester, N.Y.  
 Baldyga, Mrs. Alyce T., Los Angeles, Calif.

Balogi, Alexander F., Great Falls, Mont.

Baltzer, Susanne, Ypsilanti, Mich.

Balzer, Bernice, Pittsburgh, Pa.

Banks, Mrs. Geraldine W., Baton Rouge, La.

Banning, Mrs. Patsy, Gooding, Idaho.

Banta, Mrs. William C., St. Augustine, Fla.

Barager, Mrs. Helen, Vancouver, British Columbia.

Barber, Carl E., Riverside, Calif.

Barber, Frances M., Sioux Falls, S. Dak.

Bardes, Archer, Knoxville, Tenn.

Bardes, Mrs. Grace, Knoxville, Tenn.

Barham, Jane, Salem, Oreg.

Barkell, Mrs. Mildred, Santa Fe, N. Mex.

Barkes, Alice, Berkeley, Calif.

Barksdale, Mrs. Hattie, Spartanburg, S.C.

Barnes, Mrs. Connie B., Talladega, Ala.

Barnes, Mrs. Genevieve H., Edgewood, Pittsburgh, Pa.

Barnes, Mrs. Marjorie, Fulton, Mo.

Barnes, Ralph, Spartanburg, S.C.

Barnwell, Isabella, Tuscon, Ariz.

Barr, Louise W., Los Angeles, Calif.

Barrett, E. Lawrence, Riverside, Calif.

Barrett, Mary L., Los Angeles, Calif.

Barrett, Robert B., Jr., Washington, D.C.

Barrett, William R., Frederick, Md.

Barron, Mrs. Lena, Baton Rouge, La.

Barrows, Mrs. Orpha, Colorado Springs, Colo.

Bartley, Rev. Thomas R., Pittsburgh, Pa.

Barton, Maida, Watertown, Mass.

Bass, R. Aumon, Staunton, Va.

Batchelder, Mrs. Patricia M., Riverside, Calif.

Bates, Mrs. Joanne, Council Bluffs, Iowa.

Battle, Neil, Knoxville, Tenn.

Baughman, Robert T., Danville, Ky.

Bauman, Glenn, Gooding, Idaho.

Bay, Julia, Washington, D.C.

Bayer, Mrs. Gladys H., Vancouver, British Columbia.

Baynes, Mrs. Harry L., Talladega, Ala.

Beach, Mrs. Charlotte, Berkeley, Calif.

Beacoulet, Adelaide, Little Rock, Ark.

Beal, Dorothy, Omaha, Nebr.

Beard, Mrs. Audra M., Austin, Tex.

Beaton, Flora, Saskatoon, Canada.

Beauchamp, James B., Danville, Ky.

Bebensee, Mrs. Belle, Council Bluffs, Iowa.

Beck, Ruth G., Mill Neck, N.Y.

Becker, Valentine A., San Francisco, Calif.

Beckley, Mrs. Nancy, Vancouver, British Columbia.

Beem, Mrs. Margaret, Indianapolis, Ind.

Beermann, Kurt, Washington, D.C.

Beers, Carlton, Council Bluffs, Iowa.

Behrens, James H., Frederick, Md.

Behrens, Mrs. Mamie H., Frederick, Md.

Belchee, Louise, Staunton, Va.

Bell, Mrs. Bobbie J., Riverside, Calif.

Bellhorn, Walter, Detroit, Mich.

Belser, George, Vancouver, Wash.

Bender, Dr. Ruth, Cleveland, Ohio.

Bennett, Irene M., Boston, Mass.

Bennett, Mrs. Jewell, Sulphur, Okla.

Bennett, Mrs. Kathryne N., Frederick, Md.

Bennett, Mrs. Ruth B., Buffalo, N.Y.

Benning, Mrs. Doris, White Plains, N.Y.

Benzing, Samuel G., White Plains, N.Y.

Benowitz, Stanley, Washington, D.C.

Benson, Elizabeth E., Washington, D.C.

Benson, Mary A., Frederick, Md.

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Berchmans, Sister Mary, Randolph, Mass.

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Berg, Thomas O., Washington, D.C.

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Bergquist, Mrs. E. J., Colorado Springs, Colo.

Berhow, Mrs. Martha, Vancouver, Wash.

Bernero, Raymond J., Washington, D.C.

Bertin, Dr. Morton A., St. Augustine, Fla.

Berube, Mrs. Ellen C., West Hartford, Conn.

Best, Norma F., Riverside, Calif.

Bevington, Mrs. Elizabeth, Columbus, Ohio.

Bickert, Sister Leo Mary, S. C., Pittsburgh, Pa.

Bigley, Mrs. Marjorie, Council Bluffs, Iowa.

Bigham, Mrs. Meta H., Morganton, N.C.

Bighan, Stanley K., Washington, D.C.

Bilger, Charles M., Olathe, Kans.

Bilger, Mrs. Grace, Olathe, Kans.

Billings, Mrs. Charlotte E., Morganton, N.C.

Birch, Mrs. Jane R., Pittsburgh, Pa.

Birchall, Mrs. Margaret, West Trenton, N.J.

Bird, Mrs. Eleanor, Knoxville, Tenn.

Bird, Mrs. Martha, St. Augustine, Fla.

Bird, Paul C., St. Augustine, Fla.

Birdsell, Mrs. Della W., Jacksonville, Ill.

Bishop, June, Olathe, Kans.

Bissell, Mrs. Leta J., Cave Spring, Ga.

Bjorlie, Henry O., Sioux Falls, S. Dak.

Black, Anabel C., Jackson, Miss.

Black, Mrs. Louise, Staunton, Va.

Blackburn, Mrs. Earline, Austin, Tex.

Blackburn, Mrs. Nancy, Staunton, Va.

Blackburn, William, Austin, Tex.

Blanchard, Leverett, West Hartford, Conn.

Bles, William A., Riverside, Calif.  
 Blish, Mrs. Isabel, West Trenton, N.J.  
 Blish, Stanford, West Trenton, N.J.  
 Bloomer, Mrs. Helen, Shreveport, La.  
 Bloxom, Mrs. Georgia, Colorado Springs, Colo.  
 Blue, Mrs. Madeline, Romney, W. Va.  
 Blum, Mrs. Mary, Spartanburg, S.C.  
 Blustein, Mrs. Bryna L., Pittsburgh, Pa.  
 Boatner, Edmund B., West Hartford, Conn.  
 Boatwright, John T., Jacksonville, Ill.  
 Bohne, Mrs. Marguerite, Louisville, Ky.  
 Boles, Mrs. Owena B., Baton Rouge, La.  
 Boley, Louis M., Romney, W. Va.  
 Boley, Mrs. Marjorie, Romney, W. Va.  
 Bolle, Suzanne, White Plains, N.Y.  
 Bolognone, John, Columbus, Ohio  
 Bolton, Blanche, Talladega, Ala.  
 Bonar, Mrs. Mabel, Council Bluffs, Iowa.  
 Bonar, Mrs. Patricia A., Romney, W. Va.  
 Bonds, James D., Jacksonville, Ill.  
 Bonheyo, Richard, Faribault, Minn.  
 Boos, Amelia, Mill Neck, N.Y.  
 Borrell, Mrs. Cora N., Pittsburgh, Pa.  
 Bossarte, Alfred C., Jacksonville, Ill.  
 Boston, Mrs. Inez H., Baton Rouge, La.  
 Bothwell, Hazel, Jacksonville, Ill.  
 Bouchard, Mrs. Eunice W., West Hartford, Conn.  
 Bouchard, Joseph W., West Hartford, Conn.  
 Bourgeault, Stanley E., St. Paul, Minn.  
 Bovard, Wilbur E., Colorado Springs, Colo.  
 Bowen, Isabel, Vancouver, British Columbia  
 Bowen, Mary, Faribault, Minn.  
 Bower, Dolores, Columbus, Ohio  
 Bowers, Joy Chandler, Morganton, N.C.  
 Bowman, Madge, Knoxville, Tenn.  
 Bowyer, Lucille E., Flint, Mich.  
 Boxley, Mrs. Mildred P., Staunton, Va.  
 Boyer, A. Wendell, Columbus, Ohio.  
 Brace, Lillian J. D., West Hartford, Conn.  
 Bracewell, Mrs. Clyde, Austin, Tex.  
 Bradford, Mrs. Erelene L., Baton Rouge, La.  
 Bradford, Mrs. J. E., Austin, Tex.  
 Bradford, W. L., Baton Rouge, La.  
 Bradley, Mr. Troy, Little Rock, Ark.  
 Brady, Jack, Pittsburgh, Pa.  
 Braham, Mrs. Blanche, Fulton, Mo.  
 Bragg, Bernard, Berkeley, Calif.  
 Bragner, Mrs. William E., Beverly, Mass.  
 Bragner, William E., Beverly, Mass.  
 Brandon, Wallace R., Washington, D.C.  
 Brant, Mrs. Barbara M., Buffalo, N.Y.  
 Brasel, Melvin H., Little Rock, Ark.  
 Braselton, Mrs. Billye, Little Rock, Ark.  
 Braucht, Patricia, Oklahoma City, Okla.  
 Brault, Antoniette, New York, N.Y.  
 Braun, Mrs. Elizabeth, Pittsburgh, Pa.  
 Bray, Mrs. Elvira C., Cave Springs, Ga.  
 Breijs, Henry W., Vancouver, Wash.  
 Breijs, Mrs. Joan, Vancouver, Wash.  
 Brendle, Mrs. Josephine M., Morgan-  
 ton, N.C.  
 Brendle, Mrs. Cleta, West Trenton, N.J.  
 Brenneman, Carol Anne, Washington, D.C.  
 Brenner, Henry, Devils Lake, N. Dak.  
 Brettinger, Mrs. Dorothy, Austin, Tex.  
 Brewer, Mrs. Mary Beth, Baton Rouge, La.  
 Brewer, Mrs. Mary V., Jacksonville, Ill.  
 Bright, Mrs. Anne, Romney, W. Va.  
 Brightman, Mrs. Stella, Santa Fe, N. Mex.  
 Brill, Richard G., Riverside, Calif.  
 Brinkman, Mrs. Gretchen, St. Augus-  
 tine, Fla.  
 Broadbent, Howard C., Indianapolis, Ind.  
 Broecker, Clarence, West Trenton, N.J.  
 Broughton, L. A., Alberta, Canada.  
 Brown, Mrs. Bessie, Spartanburg, S.C.  
 Brown, Mrs. Erma D., White Plains, N.Y.  
 Brown, George K., Morganton, N.C.  
 Brown, Mrs. Irene, Indianapolis, Ind.  
 Brown, Mrs. Mary Augusta, Staunton, Va.  
 Brown, Mrs. McKay, Staunton, Va.  
 Brown, M. M., Vancouver, British Co-  
 lumbia.  
 Brown, Mrs. Norman, Indianapolis, Ind.  
 Brown, Norman, Indianapolis, Ind.  
 Brown, Mrs. Osie, Riverside, Calif.  
 Brown, Rebecca C., Grand Rapids, Mich.  
 Brown, Dr. Robert S., Jackson, Miss.  
 Broadbent, Mrs. Howard C., Indian-  
 apolis, Ind.  
 Brom, Roman T., Louisville, Ky.  
 Browning, Mrs. Anna, Austin, Tex.  
 Browning, Mrs. Ruth D., Louisville, Ky.  
 Brooks, Amelia, Flint, Mich.  
 Brooks, Charles L., White Plains, N.Y.  
 Bryan, Mrs. Lucile, Baton Rouge, La.  
 Bryant, Mrs. Goldie, Spartansburg, S.C.  
 Bruce, Dorothea, Spartansburg, S.C.  
 Bruce, Mrs. Margaret, Danville, Ky.  
 Buck, Franklin A., Berkeley, Calif.  
 Buckley, James A., Providence, R.I.  
 Buchner, Mrs. Buick V., Riverside, Calif.  
 Buchler, Mrs. Marguerite, West Hart-  
 ford, Conn.  
 Buff, Sarah J., Morgantown, N.C.  
 Bullock, Donald M., Romney, W. Va.

Bruner, Martha, Talladega, Ala.  
 Brunjes, Adele, Mill Neck, N.Y.  
 Bruns, Margaret, Berkeley, Calif.  
 Bruns, W., Austin, Tex.  
 Brutten, Milton, Wayne, Pa.  
 Burke, Mrs. Beatrice, Washington, D.C.  
 Burke, Harry, Flint, Mich.  
 Burke, Rosemary A., Pittsburgh, Pa.  
 Bumann, Edward F., St. Augustine, Fla.  
 Burnett, Eugenia, St. Augustine, Fla.  
 Burns, Daniel J., Watertown, Mass.  
 Burns, Mrs. Gladys, Devils Lake, N. Dak.  
 Bushey, Norma M., Morganton, N.C.  
 Bushnaq, Suleiman, Washington, D.C.  
 Butler, Gwendolyn, Austin, Tex.  
 Butler, Mrs. Marguerite, Austin, Tex.  
 Butler, Raymond, Austin, Tex.  
 Burdette, Mrs. Fay, Olathe, Kans.  
 Burnett, Jane L., Cave Spring, Ga.  
 Burdett, Kenneth, Ogden, Utah.  
 Burnett, Mrs. Norma, Ogden, Utah.  
 Burch, Mary, Danville, Ky.  
 Burdett, Mrs. Kenneth, Ogden, Utah.  
 Burks, Joe, Santa Fe, N. Mex.  
 Burns, Mrs. William, Indianapolis, Ind.  
 Burstein, Gerald, Faribault, Minn.  
 Burnes, Mrs. Caroline, Berkeley, Calif.  
 Burnes, Byron B., Berkeley, Calif.  
 Butman, Mrs. Norman, Beverly, Mass.  
 Byers, Mrs. Callie J., Cave Spring, Ga.  
 Byrtus, Alojzy, West Hartford, Conn.  
 Calcedo, Mrs. Dorothy, White Plains, N.Y.  
 Calcedo, Rudolph, White Plains, N.Y.  
 Caldwell, Golda, Austin, Tex.  
 Caldwell, M. S., Austin, Tex.  
 Calhoun, Roy, Little Rock, Ark.  
 Call, Mrs. Beth, Ogden, Utah.  
 Callery, Mrs. D. Ogden, West Trenton, N.J.  
 Calvert, Mrs. Donald, Berkeley, Calif.  
 Camenisch, Emily, Rome, N.Y.  
 Campbell, Mrs. Barbara, Edgewood, Pittsburgh, Pa.  
 Campbell, Mrs. Leo, Berkeley, Calif.  
 Campbell, Louis, Oklahoma City, Okla.  
 Campbell, Mrs. Margaret, Indianapolis, Ind.  
 Cannon, Mrs. Geraldine, Jackson, Mich.  
 Cantrall, Mrs. Ruth, Olathe, Kans.  
 Capano, Richard, Rome, N.Y.  
 Caple, John, Cave Spring, Ga.  
 Capper, Mrs. Sylva, Vancouver, Wash.  
 Capps, Elizabeth, Jacksonville, Ill.  
 Caras, Helen, Buffalo, N.Y.  
 Carben, Evelyn, Edgewood, Pittsburgh, Pa.  
 Carino, Leticia, Santa Fe, N. Mex.  
 Carl, Faith, Berkeley, Calif.  
 Carl, Sister Mary, Randolph, Mass.  
 Carla, Sister Mary, Randolph, Mass.  
 Carlson, Mrs. Bettie, Sioux Falls, S. Dak.  
 Carlson, David, Sioux Falls, S. Dak.  
 Carlson, John, Staunton, Va.

Carmichael, Minnie, Knoxville, Tenn.  
 Carr, Agnes, Jacksonville, Ill.  
 Carr, Mrs. Charlotte, Boston, Mass.  
 Carr, Josephine, White Plains, N.Y.  
 Carr, Mrs. Margaret, Knoxville, Tenn.  
 Carrithers, Winifred, Salem, Oreg.  
 Carroll, Linda, White Plains, N.Y.  
 Carson, Agnes, Jacksonville, Ill.  
 Carson, Mary Ellen, Indianapolis, Ind.  
 Carter, Mark, Delavan, Wis.  
 Carver, Mrs. Laone, Faribault, Minn.  
 Casey, Katherine, Cave Spring, Ga.  
 Casey, Mrs. Polly, Cave Spring, Ga.  
 Cash, Mrs. Thelma, Danville, Ky.  
 Caskey, Jacob, Indianapolis, Ind.  
 Caskey, Mrs. Jacob, Indianapolis, Ind.  
 Castle, Mrs. Elizabeth, Faribault, Minn.  
 Catlin, Mrs. Katharine, Kansas City, Mo.  
 Cauby, Mrs. Anne, Morganton, N.C.  
 Cauby, Ralph, Morganton, N.C.  
 Chamberlain, Mrs. Lessie, Edgewood, Pittsburgh, Pa.  
 Chambers, Mrs. Anna, Beverly, Mass.  
 Chambers, F., Toronto, Ontario, Canada.  
 Chapman, Mrs. Beatrice, Morganton, N.C.  
 Charlton, Ella, Pittsburgh, Pa.  
 Chavis, Mrs. Mildred, Raleigh, N.C.  
 Cherry, Mrs. Emilie, Honolulu, Hawaii.  
 Chew, Mrs. Nelle, Council Bluffs, Iowa.  
 Christian, Harvey, Omaha, Nebr.  
 Christian, Susan, Indianapolis, Ind.  
 Christopoulos, Tony, Ogden, Utah.  
 Chubb, Mrs. Louise, Cave Springs, Ga.  
 Chwalow, Mrs. Esther, Philadelphia, Pa.  
 Clapp, Mrs. Dorothy, Council Bluffs, Iowa.  
 Clark, Alice, Louisville, Ky.  
 Clark, Eugene, Austin, Tex.  
 Clark, Thomas, Salem, Oreg.  
 Clark, Wayne, Jacksonville, Ill.  
 Clarke, Gordon, West Hartford, Conn.  
 Clarke, Mrs. Margaret, Dallas, Tex.  
 Clarke, Ruth, West Hartford, Conn.  
 Clatterbuck, Mrs. Margaret, Salem, Oreg.  
 Clatterbuck, Marylin, Salem, Oreg.  
 Clayton, Frederick, Omaha, Nebr.  
 Cleary, Hugh, Pittsburgh, Pa.  
 Cleft, Margaret Van, Scranton, Pa.  
 Clements, Edward, Jacksonville, Ill.  
 Clements, Mrs. Julianne, Jacksonville, Ill.  
 Clements, Ruth, Riverside, Calif.  
 Clench, Mrs. Odette, Edgewood, Pittsburgh, Pa.  
 Cleveland, Mrs. Dorothy, Talladega, Ala.  
 Cleveland, Vincent, Spartanburg, S.C.  
 Clinard, Mrs. Wilmoth, Macon, Ga.  
 Clingenpeel, Robert, Santa Fe, N. Mex.  
 Cloud, Dr. Daniel, White Plains, N.Y.  
 Coats, George, Fulton, Mo.  
 Cobb, Regina, Knoxville, Tenn.

Coffman, Opal, Faribault, Minn.  
 Coggers, Sister Maureen, Pittsburgh, Pa.  
 Cohen, Abram, Providence, R.I.  
 Colborn, Nancy, Washington, D.C.  
 Cole, Ann, West Hartford, Conn.  
 Coleman, Mrs. Mary, Rochester, N.Y.  
 Coleman, Mrs. Mary, Dallas, Tex.  
 Coleman, Sara, Danville, Ky.  
 Coley, Mrs. Ann, Oklahoma City, Okla.  
 Coll, Mrs. Mary Belle, Olathe, Kans.  
 Colley, Mrs. Flossie, Sulphur, Okla.  
 Collins, Janet, New York, N.Y.  
 Colson, Alex, Riverside, Calif.  
 Combs, Barbara, Romney, W. Va.  
 Comeaux, Mrs. Virginia, Baton Rouge, La.  
 Comstock, John, Rome, N.Y.  
 Connelly, Sister Helen Louise, Pittsburgh, Pa.  
 Connolly, Eileen, Boston, Mass.  
 Connolly, Mrs. Elizabeth, Beverly, Mass.  
 Connor, Dr. Leo, New York, N.Y.  
 Connors, Theresa, Faribault, Minn.  
 Conrad, Mrs. Mary, Baton Rouge, La.  
 Conway, Mrs. Zita, Edgewood, Pittsburgh, Pa.  
 Cook, Deborah, Washington, D.C.  
 Cook, Mrs. Lenore, Staunton, Va.  
 Cooke, Gwen, Saskatoon, Canada  
 Cooper, Lowell, St. Augustine, Fla.  
 Cooper, Mrs. Miriam, Ogden, Utah  
 Cooper, Mrs. Ruth, Little Rock, Ark.  
 Cooper, Ruth, Morganton, N.C.  
 Copeland, Mrs. Ella, Council Bluffs, Iowa  
 Copeland, Sister Marie Estelle, Pittsburgh, Pa.  
 Copenhaver, Mrs. Evelyn, Morganton, N.C.  
 Copperud, Mrs. Damaris, Berkeley, Calif.  
 Cordin, Waldo, Delavan, Wis.  
 Coretti, Marie, Romney, W. Va.  
 Corfield, Mrs. Barbara, Berkeley, Calif.  
 Coriale, Rose, Indianapolis, Ind.  
 Cornwall, Helen, Rochester, N.Y.  
 Correa, Esperanza, Santa Fe, N. Mex.  
 Corrington, Mrs. Lucille, Jacksonville, Ill.  
 Corrington, Marguerite, Jacksonville, Ill.  
 Corte, Angelo, Washington, D.C.  
 Cory, W., Vancouver, British Columbia.  
 Countryman, Wanda, Berkeley, Calif.  
 Courrege, Mr. Armand, Baton Rouge, La.  
 Courrege, Mrs. Sydney, Baton Rouge, La.  
 Covell, Mrs. Mary, New York, N.Y.  
 Cowan, Mrs. Inez, Knoxville, Tenn.  
 Cowger, Marguerite, Colorado Springs, Colo.  
 Cox, Mrs. Edna, Little Rock, Ark.  
 Cox, John, St. Augustine, Fla.  
 Craig, Dr. Sam., Edgewood, Pittsburgh, Pa.  
 Craig, Mrs. Sunshine, Austin, Tex.  
 Craig, William, Washington, D.C.  
 Crammatte, Alan, Washington, D.C.  
 Cranwill, Shirley, West Trenton, N.J.  
 Cravens, Mrs. Thelma, Sulphur, Okla.  
 Creech, William, Spartanburg, S.C.  
 Creedon, Mrs. Mabel, Honolulu, Hawaii.  
 Crehan, Mary, Boston, Mass.  
 Cress, Milford, Jacksonville, Ill.  
 Crews, Mrs. Maud, Baton Rouge, La.  
 Crichlow, Hazel, St. Augustine, Fla.  
 Crider, Woodie, Cave Spring, Ga.  
 Criscillis, Mossie, St. Augustine, Fla.  
 Criss, Mary Lou, Tucson, Ariz.  
 Crocker, Mrs. Nell, Spartanburg, S.C.  
 Crockett, Frances Claire, Austin, Tex.  
 Crockett, M. H., Raleigh, N.C.  
 Croneberg, Carl, Washington, D.C.  
 Crosby, Carol, Indianapolis, Ind.  
 Crosby, Laura, Delavan, Wis.  
 Crosby, Mrs. Lilly, Staunton, Va.  
 Crossett, Mrs. Sue, Rochester, N.Y.  
 Crossman, Agnes, Berkeley, Calif.  
 Crouter, John Yale, Providence, R.I.  
 Crow, Arthur, Little Rock, Ark.  
 Crowder, Mrs. Jane, Spartanburg, S.C.  
 Crowe, Betty, Little Rock, Ark.  
 Crowley, Mrs. Elizabeth, Brattleboro, Vt.  
 Crump, Mrs. Jane, Minneapolis, Minn.  
 Crump, Robert, Minneapolis, Minn.  
 Crutchfield, Mrs. Bashie, Morganton, N.C.  
 Crutchfield, Paul, Morgantown, N.C.  
 Cubley, Mrs. Charlotte, St. Augustine, Fla.  
 Cuddy, Catherine, Boston, Mass.  
 Culbertson, George, Colorado Springs, Colo.  
 Culbreath, Mrs. Cleo, Austin, Tex.  
 Culton, Paul, Council Bluffs, Iowa.  
 Cunningham, Mrs. Dorine, Dallas, Tex.  
 Cunningham, Mrs. Emma, Colorado Springs, Colo.  
 Curchin, Ames, Rochester, N.Y.  
 Curry, Irma, Delavan, Wis.  
 Curry, Mrs. Ruth, Edgewood, Pittsburgh, Pa.  
 Curtis, Gary, West Hartford, Conn.  
 Curtis, Helen, Flint, Mich.  
 Curtis, Marie, Baton Rouge, La.  
 Cutler, Mrs. Goldie, Philadelphia, Pa.  
 Czernicki, Edward, Great Falls, Mont.  
 Dacey, Edward L., Jr., Newark, N.J.  
 Dahl, Erna, Redondo Beach, Calif.  
 Dahlquist, Mrs. Doris, Vancouver, Wash.  
 Daly, Jean, New York, N.Y.  
 Dance, Mrs. Helen, Knoxville, Tenn.  
 Daniels, Margaret, Washington, D.C.  
 Danner, Mrs. Irene, Sulphur, Okla.  
 Dattilo, Mrs. Mildred J., West Trenton, N.J.  
 Daugherty, Barbara, Louisville, Ky.  
 Davidowitz, David, White Plains, N.Y.  
 Davies, George, Sulphur, Okla.  
 Davies, Nell, Washington, D.C.

Davila, Robert, White Plains, N.Y.  
 Davis, Anne, Staunton, Va.  
 Davis, Anne, Pittsburgh, Pa.  
 Davis, Clarence, Fulton, Mo.  
 Davis, Fannie Belle, Little Rock, Ark.  
 Davis, Fern, Council Bluffs, Iowa.  
 Davis, Mrs. Frances, Morgantown, N.C.  
 Davis, Mrs. Jean, Fulton, Mo.  
 Davis, Martha, Talladega, Ala.  
 Davis, Mrs. Marylyn, Little Rock, Ark.  
 Davis, L. D., Austin, Tex.  
 Davis, Richard, Fulton, Mo.  
 Davis, Robinson, Fulton, Mo.  
 Dawson, Mrs. Marjorie, Riverside, Calif.  
 Day, Mrs. Catherine, Knoxville, Tenn.  
 Day, Elizabeth, Faribault, Minn.  
 Dean, Mary, Jackson, Miss.  
 Dean, Mrs. F., Austin, Tex.  
 DeArman, Louise, Little Rock, Ark.  
 DeArman, Mildred, Little Rock, Ark.  
 Deaver, Mrs. Dorothy, Indianapolis, Ind.  
 Decherd, Mrs. Helen, Austin, Tex.  
 Declan, Sister Mary, Randolph, Mass.  
 Dedig, Sister Marie Andrea, Pittsburgh, Pa.  
 Dedrick, Mrs. Daniel, West Hartford, Conn.  
 Deems, Mrs. Eva, Danville, Ky.  
 Deer, Mrs. Esther, Vancouver, Wash.  
 DeFreitas, Barbara, Jacksonville, Ill.  
 DeHaven, Mrs. Mabel, Olathe, Kans.  
 DeLaney, John, Buffalo, N.Y.  
 DeLaney, John, Washington, D.C.  
 Delgado, Gilbert, Berkeley, Calif.  
 DeLong, Mrs. Doris, Riverside, Calif.  
 DeLozier, Alberta, Knoxville, Tenn.  
 DeLuca, Mrs. Marianne, Berkeley, Calif.  
 Demeza, J. G., Belleville, Ontario.  
 Dempsey, Mrs. Katie, Talladega, Ala.  
 Denis, Taras, White Plains, N.Y.  
 Denise, Sister Winifred, Randolph, Mass.  
 Dennis, Mary, Columbus, Ohio  
 Dennis, Mrs. Roberta, St. Louis, Mo.  
 Denno, Bruce, Flint, Mich.  
 Detmold, George, Washington, D.C.  
 Detweiler, Mrs. Ada Belle, Council Bluffs, Iowa  
 Deveney, Mary, Boston, Mass.  
 Dever, Mrs. Myer, Talladega, Ala.  
 De Vinney, Charles, Vancouver, Wash.  
 Devlin, Mrs. Mary B., West Trenton, N.J.  
 DeVore, Mary, Jacksonville, Ill.  
 Dewey, Eleanor, West Hartford, Conn.  
 DeWitt, Mrs. Jessie, Rochester, N.Y.  
 Dial, Helen, Jacksonville, Ill.  
 Diamond, Rudolph, Los Angeles, Calif.  
 Dibos, Lucille, New York, N.Y.  
 Dickens, Mrs. Hattie, Morganton, N.C.  
 Dickens, Martha, Indianapolis, Ind.  
 Dickerson, Mrs. Lottie, Raleigh, N.C.  
 Dickerson, Vassar, St. Augustine, Fla.  
 Dickson, Wesley, Edgewood, Pittsburgh, Pa.  
 Dierks, Harriett, Memphis, Tenn.  
 Dietrich, Rose, Flint, Mich.  
 Dillard, Connor, Cave Springs, Ga.  
 Dillon, Mrs. Florence, Santa Fe, N. Mex.  
 Dillon, Thomas, Santa Fe, N. Mex.  
 Dinco, Yvonne, Pittsburgh, Pa.  
 Dionysius, Sister Mary, Randolph, Mass.  
 Dobson, Chester, Washington, D.C.  
 Dobson, Mary, Council Bluffs, Iowa.  
 Doctor, Powrie, Washington, D.C.  
 Doit, Mrs. Virginia, Vancouver, Wash.  
 Domich, Harold, Washington, D.C.  
 Donahue, Alice, Minneapolis, Minn.  
 Donald, Maureen, Vancouver, British Columbia.  
 Donaldson, Mrs. Mildred, Vancouver, Wash.  
 Donnelly, Marguerite, Waltham, Mass.  
 Donovan, Margaret, Jacksonville, Ill.  
 Dorman, Mrs. Mary Lou, Santa Fe, N. Mex.  
 Douglas, Albert, Austin, Tex.  
 Douglass, Dr. Frances, New York, N.Y.  
 Dowd, Mrs. Helen, Indianapolis, Ind.  
 Dower, Mrs. Nadine, Honolulu, Hawaii.  
 Downey, Isabel, Boston, Mass.  
 Dozier, Justin, Los Angeles, Calif.  
 Drake, Mrs. Corrine, Seattle, Wash.  
 Drake, Elsie, Jackson, Miss.  
 Drake, Mrs. Gladys, Dallas, Tex.  
 Drimmelen, Thomas Van, Ogden, Utah  
 Dreistadt, Sister Justine, Pittsburgh, Pa.  
 Drennen, Genevieve, Decatur, Ill.  
 Drisdale, Mrs. Iva, Baton Rouge, La.  
 Drumwright, Frances, Raleigh, N.C.  
 Duck, Dale Dwight, Sulphur, Okla.  
 Dudley, Mrs. Carolyn, Colorado Springs, Colo.  
 Duffin, Mrs. Sue, Rome, N.Y.  
 Duick, Charles, Delavan, Wis.  
 Duick, Edra, Delavan, Wis.  
 Dunn, Mrs. Giles, West Hartford, Conn.  
 Dunn, Mary, Pittsburgh, Pa.  
 Dunn, Ruth, Austin, Tex.  
 Durham, Mrs. Katherine, Danville, Ky.  
 Dutcher, Lawrence, Rome, N.Y.  
 Dwyer, Mrs. Elizabeth, Santa Fe, N. Mex.  
 Dyer, Lyana, Columbus, Ohio.  
 Dyer, Watson, Cave Spring, Ga.  
 Dziuba, Joanne, Flint, Mich.  
 Dzurick, Russell, Fulton, Mo.  
 Dzurzynski, Stanley, Knoxville, Tenn.  
 Ead, Dorothy, Jacksonville, Ill.  
 Eads, Mrs. Francis, Little Rock, Ark.  
 Eastman, Gilbert, Washington, D.C.  
 Eaton, Gertie M., Austin, Tex.  
 Eder, Martha, Rochester, N.Y.  
 Edge, Mrs. Lillie Key, Edgewood, Pittsburgh, Pa.  
 Edmondson, Mrs. Hattie, Raleigh, N.C.  
 Edmondson, William, Raleigh, N.C.  
 Edmunds, Henry, Knoxville, Tenn.

Egan, Ann, Council Bluffs, Iowa  
 Eichmeier, Marlene, Vancouver, Wash.  
 Ekstrom, Mrs. Faith, Columbus, Ohio.  
 Elise, Sister Mary, Randolph, Mass.  
 Elkins Earl, Knoxville, Tenn.  
 Elliott, Mrs. Mabel, Frederick, Md.  
 Elliott, Mrs. Shirley, Dallas, Tex.  
 Ellis, Charles, Sioux Falls, S. Dak.  
 Ellis, Mrs. Dorothy, West Hartford, Conn.  
 Ellis, Evan, Riverside, Calif.  
 Elmassian, Nazelie, Los Angeles, Calif.  
 Elstad, Leonard, Washington, D.C.  
 Elum, Mrs. Josephine Blake, Columbus, Ohio.  
 Ely, Mrs. Mildred Smith, West Hartford, Conn.  
 Embrey, James, Olathe, Kans.  
 Embrey, Mrs. Roberts, Olathe, Kans.  
 Embry, Joan, Danville, Ky.  
 Emerick, Aletha, Riverside, Calif.  
 Emerick, Mrs. Ruth, Council Bluffs, Iowa.  
 Ennis, June, New York, N.Y.  
 Epperson, Virgil, Vancouver, Wash.  
 Eriksen, Martin, Great Falls, Mont.  
 Eriksen, Mrs. Ruby, Great Falls, Mont.  
 Esterline, Albert, Faribault, Minn.  
 Esterline, Mrs. Lucille, Faribault, Minn.  
 Evans, Mrs. Blanche, Olathe, Kans.  
 Evans, Jacqueline, Grand Rapids, Mich.  
 Evans, Lillian, Los Angeles, Calif.  
 Evans, Mrs. Ruth, Edgewood, Pittsburgh, Pa.  
 Evans, Mrs. Vela, St. Augustine, Fla.  
 Ewing, B., Austin, Tex.  
 Ewing, Mrs. Mabel, Danville, Ky.  
 Eymard, Sister Mary, Randolph, Mass.  
 Fahey, Mrs. Joan, Riverside, Calif.  
 Fair, Mrs. William, Indianapolis, Ind.  
 Fair, William, Indianapolis, Ind.  
 Falco, Marlene, Pittsburgh, Pa.  
 Falk, Charles, Omaha, Nebr.  
 Fanchea, Sister M., University City, Mo.  
 Fant, Louie, Washington, D.C.  
 Fariello, Mary Ann, Rochester, N.Y.  
 Farman, Mrs. Donna, Brattleboro, Vt.  
 Farman, Jay, Brattleboro, Vt.  
 Farmer, Kenneth, Frederick, Md.  
 Farnham, Marquerite, Providence, R.I.  
 Farquhar, Mrs. Ethel, Fulton, Mo.  
 Farquhar, Grover, Fulton, Mo.  
 Farrar, Mrs. Helen, Ogden, Utah  
 Fauth, Mrs. Bette, Riverside, Calif.  
 Fauth, Edith, Frederick, Md.  
 Fauth, Warren, Riverside, Calif.  
 Feeney, Aileen, Pittsburgh, Pa.  
 Felder, Mrs. Blanche, Baton Rouge, La.  
 Feller, Edward, Baton Rouge, La.  
 Fender, Mrs. Marilyn, Spartanburg, S.C.  
 Fenton, Kate, Ogden, Utah  
 Fergason, Stanley, Olathe, Kans.  
 Ferguson, Mrs. Helen, Rochester, N.Y.  
 Ferrari, Carol, Grand Rapids, Mich.  
 Fessant, John, Salem, Oreg.  
 Fewell, Mrs. Gene, Indianapolis, Ind.  
 Fewell, Russell, Indianapolis, Ind.  
 Field, Mrs. Jean, White Plains, N.Y.  
 File, Mrs. Hazel, Jacksonville, Ill.  
 Fincher, Mrs. Mabel, Cave Spring, Ga.  
 Finley, Juanita, Cave Spring, Ga.  
 Finn, Mrs. Bernardine, Los Angeles, Calif.  
 Finnell, Mable, Covina, Calif.  
 Fischer, Mrs. Martha, Minneapolis, Minn.  
 Fisher, Mrs. Ida, Talladega, Ala.  
 Fisher, Mrs. Lillian, Tacoma, Wash.  
 Fishler, Thomas, Colorado Springs, Colo.  
 Fitz, Mrs. Susan, San Antonio, Tex.  
 Fitzpatrick, Sister Bridgetts, Pittsburgh, Pa.  
 Flahault, Mrs. Judyn, Pittsburgh, Pa.  
 Flanagan, Carl, Romney, W. Va.  
 Flanigan, Mrs. Elizabeth, Columbus, Ohio.  
 Fleming, Hazel, Boston, Mass.  
 Fleming, Mrs. Nettie, St. Augustine, Fla.  
 Fleming, Robert, Sulphur, Okla.  
 Fletcher, Mrs. Marion, Brattleboro, Vt.  
 Flint, Richard, Sioux Falls, S. Dak.  
 Flister, Sara, Pittsburgh, Pa.  
 Flood, Mrs. Kathryn, Columbus, Ohio  
 Flood, James, Columbus, Ohio  
 Flower, Mrs. Barbara, Jacksonville, Ill.  
 Floyd, Mrs. Margaret, Santa Fe, N. Mex.  
 Flynn, Joseph, West Trenton, N.J.  
 Fogg, Mrs. Margaret, West Hartford, Conn.  
 Folsom, Mrs. Marion, Faribault, Minn.  
 Ford, Mrs. Eugenia, Baton Rouge, La.  
 Formick, Mrs. Marcia, Salem, Oreg.  
 Forsberg, Elsie, Detroit, Mich.  
 Forsyth, Mrs. Winifred, St. Augustine, Fla.  
 Foss, Mrs. Sally, Sioux Falls, S. Dak.  
 Foster, Mrs. Honora, Waltham, Mass.  
 Foster, Roberts, Council Bluffs, Iowa.  
 Foster, Sharon, Council Bluffs, Iowa.  
 Fouts, Mrs. Mildred, Tucson, Ariz.  
 Fowler, Amy, Indianapolis, Ind.  
 Fowler, Carrie, St. Augustine, Fla.  
 Fowler, Mrs. Kate, Morgantown, N.C.  
 Fowler, Robert, Vancouver, Wash.  
 Fox, Anna, New York, N.Y.  
 Fox, Jesse, Austin, Tex.  
 Fox, Marilyn, Louisville, Ky.  
 Francis, Doris, Washington, D.C.  
 Francisco, Eduviges, White Plains, N.Y.  
 Franks, Marion, Talladega, Ala.  
 Fraser, Mrs. Sarah, Berkeley, Calif.  
 Frederick, Mrs. Harriett, Louisville, Ky.  
 Fredrick, Barry, West Hartford, Conn.  
 Freeman, Mrs. H., Austin, Tex.  
 Freeman, J., Austin, Tex.  
 Freemantle, Peter, Vancouver, British Columbia

French, Mrs. Sophie, Ypsilanti, Mich.  
 Fretz, Mrs. Harriette, West Trenton, N.J.  
 Frisch, Frances, Jacksonville, Ill.  
 Frisina, Robert, Washington, D.C.  
 Frobisher, Mrs. H., Tucson, Ariz.  
 Frueh, Frank, Indianapolis, Ind.  
 Fruewald, Mrs. Elizabeth, Knoxville, Tenn.  
 Frye, Mrs. Rubye, Washington, D.C.  
 Fullington, Baronece, Rochester, N.Y.  
 Fulker, Wibur, Colorado Springs, Colo.  
 Fulton, Mrs. Helen, Olathe, Kans.  
 Fusfeld, Dr. Irving, Berkeley, Calif.  
 Fynes, Edna, Indianapolis, Ind.  
 Gaffney, Kathleen, White Plains, N.Y.  
 Gage, Mrs. George, Beverly, Mass.  
 Gahman, Mrs. Ruth, New York, N.Y.  
 Gainey, Keith, Cleveland, Ohio.  
 Galligan, Loretta, Baton Rouge, La.  
 Gallimore, Ray, Indianapolis, Ind.  
 Galloway, James, Rochester, N.Y.  
 Galluzzo, Frank, Colorado Springs, Colo.  
 Galluzzo, Mrs. Suzanne, Colorado Springs, Colo.  
 Galvan, John, Berkeley, Calif.  
 Gant, Mrs. Evelyn, Delavan, Wis.  
 Gant, John, Delavan, Wis.  
 Gantenbein, Andrew, Delavan, Wis.  
 Garber, Mrs. Nettie, Berkeley, Calif.  
 Gardner, Rosalyn, Washington, D.C.  
 Gardner, Mrs. Sara, Vancouver, Wash.  
 Garman, Mary Hill, Salem, Oreg.  
 Garner, Lela, Spartanburg, S.C.  
 Garnett, Christopher, Washington, D.C.  
 Garretson, Mrs. Carol, Great Falls, Mont.  
 Garretson, Mervin, Great Falls, Mont.  
 Garrey, Sister Rose Xavier, Pittsburgh, Pa.  
 Garrow, Olive, New York, N.Y.  
 Gartner, Carl, Columbus, Ohio.  
 Garza, Mrs. M., Austin, Tex.  
 Gastman, Carl, Berkeley, Calif.  
 Gates, Mrs. Iolla, Riverside, Calif.  
 Gaughan, Mrs. Anna, New York, N.Y.  
 Gay, Mrs. Carol, Portland, Maine.  
 Gay, Mrs. Mildred, Sulphur, Okla.  
 Geesling, Mrs. Alice, Los Angeles, Calif.  
 Georgiou, A., Vancouver, British Columbia.  
 Gerber, Louis, West Trenton, N.J.  
 Gerber, Sadie, West Trenton, N.J.  
 Germany, Jeremiah, St. Augustine, Fla.  
 Gesner, Mrs. Elizabeth, Los Angeles, Calif.  
 Gesue, Rita, Riverside, Calif.  
 Getzolan, Merzia, Beverly, Mass.  
 Giangreco, Joseph, Council Bluffs, Iowa.  
 Giannino, Frances, Buffalo, N.Y.  
 Gibbons, Doris, West Hartford, Conn.  
 Gibish, Mrs. Stella, Pittsburgh, Pa.  
 Gibson, Mrs. Lallie, Little Rock, Ark.  
 Gilett, Mrs. Ethel, West Hartford, Conn.  
 Gignilliat, Sally, Tucson, Ariz.  
 Gildston, Harold, Mill Neck, N.Y.  
 Gildston, Mr. Harold, Mill Neck, N.Y.

Giles, Mrs. Cordelia, Morganton, N.C.  
 Giles, Mrs. John, Talladega, Ala.  
 Gilliland, Mrs. Sarena, Sulphur, Okla.  
 Gill, Mrs. Addie, Baton Rouge, La.  
 Gill, Mrs. Rosa, St. Augustine, Fla.  
 Gilleland, Mrs. Ruth, Lorain, Ohio.  
 Gilles, Harriet, New York, N.Y.  
 Gillespie, Mrs. Margaret, Tucson, Ariz.  
 Gillett, Mrs. France, Portland, Maine.  
 Gilligan, Mrs. Elsie, Vancouver, Wash.  
 Gilman, Mrs. Anna, Salem, Oreg.  
 Gisondi, Mrs. Rose, Rome, N.Y.  
 Givens, Elizabeth, Indianapolis, Ind.  
 Glancy, Leonard, Indianapolis, Ind.  
 Glawe, Arleen, Sioux Falls, S.Dak.  
 Gleen, Mrs. Marie, Salem, Oreg.  
 Glenn, Charles, Cave Spring, Ga.  
 Glenn, Mrs. May, Cave Spring, Ga.  
 Godich, Mrs. Henrietta, Indianapolis, Ind.  
 Goetter, Marie, Omaha, Nebr.  
 Goetzinger, Dr. Cornelius, Olathe, Kans.  
 Goetzinger, Mrs. Rita, Olathe, Kans.  
 Goff, Nelia, Providence, R.I.  
 Goforth, Mrs. Amy Jo, Knoxville, Tenn.  
 Goins, Lucy, Morganton, N.C.  
 Golden, Mrs. Kathryn, Knoxville, Tenn.  
 Golden, May, New York, N.Y.  
 Golden, Nannie, Talladega, Ala.  
 Goldman, Morris, Washington, D.C.  
 Goldsborough, Anna, Providence, R.I.  
 Golightly, James Vernon, Morganton, N.C.  
 Polladay, Loy, West Hartford, Conn.  
 Polladay, Mrs. Lucille, Romney, W. Va.  
 Gonzales, John, Santa Fe, N. Mex.  
 Goodman, Mrs. Isabella Warren, Huntington, W. Va.  
 Goodwin, Hazel, Jackson, Miss.  
 Goodwin, Will, Jackson, Miss.  
 Gordon, Mrs. Marion, Fulton, Mo.  
 Gordon, Marjorie, Morganton, N.C.  
 Gordon, Nancy, Staunton, Va.  
 Gordon, Mrs. W., Colorado Springs, Colo.  
 Gotro, Douglas, Lakewood, Ohio.  
 Gough, Mrs. Harriett, Washington, D.C.  
 Gough, John, Washington, D.C.  
 Gover, C., Riverside, Calif.  
 Grace, John, Austin, Tex.  
 Grace, William, Talladega, Ala.  
 Grady, Mrs. John, St. Augustine, Fla.  
 Graham, Hallie, St. Augustine, Fla.  
 Graham, Mrs. Jacqueline, Staunton, Va.  
 Grainger, Mrs. Nevelyn, Washington, D.C.  
 Grant, Mary Belle, Indianapolis, Ind.  
 Grant, Mrs. June, San Antonio, Tex.  
 Grant, Margaret, Toronto, Ontario, Canada.  
 Graunke, Dr. Lloyd, Knoxville, Tenn.  
 Gray, Arlie, Baton Rouge, La.  
 Gray, Mrs. Ida, St. Augustine, Fla.  
 Gray, Mrs. Virginia, Jacksonville, Ill.  
 Greathouse, Mrs. Jean, Riverside, Calif.  
 Green, Elizabeth, Indianapolis, Ind.

Green, Harold, Ogden, Utah.  
 Green, Mrs. Sylvania, Spartanburg, S.C.  
 Greenberg, Bernard, Washington, D.C.  
 Greenberg, Mrs. Judith, Edgewood, Pittsburgh, Pa.  
 Greenmun, Robert, St. Augustine, Fla.  
 Greenmun, Mrs. Rosalind, St. Augustine, Fla.  
 Greer, Mrs. Deanie, Knoxville, Tenn.  
 Greever, Mrs. Gaynelle, Staunton, Va.  
 Gremillion, Mrs. Anna, Baton Rouge, La.  
 Gremillion, Harvey, Baton Rouge, La.  
 Griffin, Barbara, Rochester, N.Y.  
 Griffing, Barry, Riverside, Calif.  
 Griffith, Mrs. Edra, Olathe, Kans.  
 Griffing, Mrs. Wendell, Sulphur, Okla.  
 Griffing, W., Sulphur, Okla.  
 Grinde, Flora, Sioux Falls, S. Dak.  
 Grow, Charles, Danville, Ky.  
 Grow, William, St. Augustine, Fla.  
 Gruber, Barbara, Riverside, Calif.  
 Gruenberg, Mrs. Selma, New York, N.Y.  
 Gruss, Betty, Faribault, Minn.  
 Grussing, Mrs. Florence, Vancouver, Wash.  
 Gruber, Margaret, Providence, R.I.  
 Guardiola, Mrs. Genevieve, Cleveland, Ohio.  
 Guenther, Lester, Fulton, Mo.  
 Guertin, Mrs. Constance L., West Trenton, N.J.  
 Guess, Mrs. Toshiko, White Plains, N.Y.  
 Gulick, Mrs. Almira, West Trenton, N.J.  
 Gulick, Mrs. Mabel, Olathe, Kans.  
 Guillory, Mrs. LaVera, Baton Rouge, La.  
 Guilmartin, Mary, St. Augustine, Fla.  
 Gunderson, Rosella, Berkeley, Calif.  
 Gustafson, Fred, Colorado Springs, Colo.  
 Gustafson, Rose Marie, Columbus, Ohio.  
 Gutin, Mrs. Bernice, Frederick, Md.  
 Gutin, Albert, Frederick, Md.  
 Haanen, Della, Tucson, Ariz.  
 Haaser, Augusta, Indianapolis, Ind.  
 Hadlock, Stell, Rome, N.Y.  
 Haines, Mrs. Margaret, Romney, W. Va.  
 Hajna, Regina, Rome, N.Y.  
 Halberg, David, West Hartford, Conn.  
 Haley, Mrs. Edna, Beverly, Mass.  
 Hall, Jonathan, Washington, D.C.  
 Hall, L., Sulphur, Okla.  
 Hallman, Anna, Olathe, Kans.  
 Hall, Mrs. Charlotte, Knoxville, Tenn.  
 Hall, Mrs. Tommy, Sulphur, Okla.  
 Hall, Percival, Jr., Washington, D.C.  
 Hamel, Clara, Rochester, N.Y.  
 Hamill, Helen, Santa Fe, N. Mex.  
 Hammermeister, Frieda, Edgewood, Pittsburgh, Pa.  
 Hammett, Mrs. Raymond, Talladega, Ala.  
 Hammond, Marjorie, Dearborn, Mich.  
 Hammond, Mrs. Vivienne, Spartanburg, S.C.  
 Hance, Mrs. Agnes, Detroit, Mich.  
 Hanes, Mrs. Gertrude, Edgewood, Pittsburgh, Pa.  
 Haney, Mrs. Mary, Oak Park, Ill.  
 Hankins, Joseph, Jacksonville, Ill.  
 Hanlon, Susan, Pittsburgh, Pa.  
 Hansen, Elizabeth, Council Bluffs, Iowa.  
 Hansen, Hardis, Superior, Wis.  
 Hanson, George, Faribault, Minn.  
 Hanson, Grace, Austin, Tex.  
 Hanson, Mrs. Josephine, Danville, Ky.  
 Hanzilcek, Elizabeth, New York, N.Y.  
 Harbison, Mrs. Bleecker, Morganton, N.C.  
 Hardacker, Hazel, Rochester, N.Y.  
 Hardy, Frances, Providence, R.I.  
 Haren, Genevieve, Columbus, Ohio.  
 Harlow, Richard, Columbus, Ohio.  
 Harmon, Mrs. Margaret, Indianapolis, Ind.  
 Harms, Mrs. Virginia, West Trenton, N.J.  
 Harper, Marcia, Cave Spring, Ga.  
 Harrell, Hattie, Portland, Oreg.  
 Harris, Glenn, Great Falls, Mont.  
 Harris, Mrs. Isabel, Baton Rouge, La.  
 Harris, Nathan, Boston, Mass.  
 Harris, Sarah Louise, Morgantown, N.C.  
 Harrison, Mrs. Dema, Fulton, Mo.  
 Harrison, Mrs. Dorothy, Raleigh, N.C.  
 Harrison, Duane, Ogden, Utah.  
 Harrison, Elizabeth, Fulton, Mo.  
 Harrison, Lloyd, Fulton, Mo.  
 Hasselbeck, Claire, Buffalo, N.Y.  
 Hartill, William, Devils Lake, N. Dak.  
 Hartley, Minnie, Jackson, Miss.  
 Hartwell, Mrs. Mildred, West Hartford, Conn.  
 Hassell, Jerry, Austin, Tex.  
 Hawkins, Mrs. Edythe, Romney, W. Va.  
 Hawkins, Glenn, Romney, W. Va.  
 Hawkins, Mrs. Ranier, Edgewood, Pittsburgh, Pa.  
 Hawkinson, Ruth, Faribault, Minn.  
 Hayek, Allen, Gooding, Idaho.  
 Haynes, Harvey, Vancouver, Wash.  
 Hays, Dorothy, Austin, Tex.  
 Healy, Mrs. Mabel, Buffalo, N.Y.  
 Hegle, Marjorie, Belleville, Ontario, Canada.  
 Hehir, Richard, Buffalo, N.Y.  
 Heidinger, Virginia, White Plains, N.Y.  
 Heiner, Mrs. Francis, Ord, Utah.  
 Heintschel, Barney, Austin, Tex.  
 Hellekson, Ruth, Berkeley, Calif.  
 Helton, Richard, Indianapolis, Ind.  
 Hembrock, Margaret, Berkeley, Calif.  
 Hemphill, Charles, Beverly, Mass.  
 Henderson, Mrs. Betty, Salem, Oreg.  
 Henderson, Mrs. Georgie, Brattleboro, Vt.  
 Henderson, Sara, Washington, D.C.  
 Hendricks, Evelyn, Romney, W. Va.  
 Hene, Margaret, White Plains, N.Y.  
 Henry, Mrs. Helen, Knoxville, Tenn.  
 Hensley, Jack, Austin, Tex.

Hensley, Mrs. Norma, Austin, Tex.  
 Herrold, Mary Dallas, Romney, W. Va.  
 Hester, Marshall, Santa Fe, N. Mex.  
 Hicks, Doin, Fulton, Mo.  
 Hiett, Nita, Tucson, Ariz.  
 Higgins, Alinda, Devils Lake, N. Dak.  
 Higgins, Francis, Washington, D.C.  
 High, H., Raleigh, N.C.  
 Highland, Sister Mary Lois, Pittsburgh, Pa.  
 Highnote, Mrs. Emmalee, Cave Spring, Ga.  
 Hilgemeler, Mrs. Helen, Indianapolis, Ind.  
 Hilke, Mrs. Rosemary, Vancouver, Wash.  
 Hill, Mrs. Aline, Knoxville, Tenn.  
 Hill, Alvin, Cave Spring, Ga.  
 Hill, Edith, Washington, D.C.  
 Hill, Marie, West Hartford, Conn.  
 Hill, Mrs. Pearl, Ogden, Utah.  
 Hill, Mrs. Pearl, Danville, Ky.  
 Hill, W., Little Rock, Ark.  
 Hines, Rudolph, Washington, D.C.  
 Hinnant, Leslie, Staunton, Va.  
 Hippe, Mrs. Flo Ellen, Great Falls, Mont.  
 Hoag, Sister Mary Linus, Pittsburgh, Pa.  
 Hoag, Ralph, Tucson, Ariz.  
 Hobart, Marvel, Delavan, Wis.  
 Hobbs, Mrs. Barbara J., Austin, Tex.  
 Hodge, Mrs. Hennie, Raleigh, N.C.  
 Hodges, Mrs. Gertrude, Olathe, Kans.  
 Hodnik, Joseph, Olathe, Kans.  
 Hodlock, Irene, Indianapolis, Ind.  
 Hodson, Hazel, Los Angeles, Calif.  
 Hoff, Joel, Indianapolis, Ind.  
 Hoffman, Loretta, Minneapolis, Minn.  
 Hoffmeister, Alfred, West Hartford, Conn.  
 Hoffmeyer, Ben, Morganton, N.C.  
 Hoffmeyer, Claude, Danville, Ky.  
 Hoffmeyer, Mrs. Vera, Morganton, N.C.  
 Hofsteater, Mrs. Ellen, Jacksonville, Ill.  
 Hofsteater, Howard, Jacksonville, Ill.  
 Hogle, Mrs. Eugene, St. Augustine, Fla.  
 Hogue, Sister Peter Damian, Pittsburgh, Pa.  
 Hoke, Dick, Delavan, Wis.  
 Holcomb, Mrs. Marjoriebell, Knoxville, Tenn.  
 Holcomb, Roy, Knoxville, Tenn.  
 Holland, Bernice, Flint, Mich.  
 Holley, Minnie, Romney, W. Va.  
 Holliday, Milford, Edgewood, Pittsburgh, Pa.  
 Hollingsworth, Vivian, Morganton, N.C.  
 Holloman, Mrs. Evelyn, Edgewood, Pittsburgh, Pa.  
 Holloway, Mrs. E., Vancouver, British Columbia.  
 Holmes, Mrs. Margaret, Vancouver, Wash.  
 Holste, Herman, Detroit, Mich.  
 Holt, Mrs. Ann, White Plains, N.Y.  
 Holt, Jackson, Staunton, Va.  
 Holt, Mrs. Mary, Fulton, Mo.  
 Holter, John, Riverside, Calif.  
 Honeychuck, Sister Francis Louise, Pittsburgh, Pa.  
 Hoover, Margaret, Oklahoma City, Okla.  
 Hord, Mrs. Martha, Morganton, N.C.  
 Hord, Willard, Morganton, N.C.  
 Hornsby, Lean, Austin, Tex.  
 Horton, Mrs. Mozelle, Morganton, N.C.  
 Horvath, Mrs. Judith, White Plains, N.Y.  
 Hosman, Mrs. Mabel, Omaha, Nebr.  
 Houchin, Mildred, Frederick, Md.  
 Houchins, Mrs. Josephine, Staunton, Va.  
 Howard, Mrs. F., Austin, Tex.  
 Howard, Mrs. Helen, Cleveland, Ohio.  
 Howard, Mrs. Lois, Talladega, Ala.  
 Howell, Mrs. Ona Ray, Indianapolis, Ind.  
 Hoyme, Mrs. Martha, Sioux Falls, S. Dak.  
 Hoxté, James, Vancouver, Wash.  
 Hritz, Mrs. Ann, Riverside, Calif.  
 Hubbard, Rowena, Illinois School for the Deaf, Jacksonville, Ill.  
 Hubbard, Mrs. Winifred, Olathe, Kans.  
 Hubble, Mrs. Grace, Flint, Mich.  
 Huckabee, Mrs. Bertha, Shreveport, La.  
 Hudson, Mrs. Doris, Tucson, Ariz.  
 Hudson, Elsie, Jackson, Miss.  
 Hudson, Mrs. Helen, Knoxville, Tenn.  
 Hudson, Mrs. LeNora, Sulphur, Okla.  
 Hudson, Mrs. Pansy, Kansas City, Mo.  
 Huff, Mrs. Anna, Delavan, Wis.  
 Huff, Kenneth, Delavan, Wis.  
 Huffman, Beulah, Morganton, N.C.  
 Huffman, Lewis, Jr., Watertown, Mass.  
 Hughes, Grace, Council Bluffs, Iowa  
 Hughes, Mrs. Lena, Rome, N.Y.  
 Hughes, Mrs. Willie Ruth, Cave Spring, Ga.  
 Hummel, Alice, New York, N.Y.  
 Humphreys, Mrs. D. R. Austin, Tex.  
 Hunziker, Mrs. Aletha, St. Augustine, Fla.  
 Hunziker, Byron, St. Augustine, Fla.  
 Hurd, Uel, Olathe, Kans.  
 Hurley, Georgia, White Plains, N.Y.  
 Hurwitz, Rae, West Hartford, Conn.  
 Huston, Forrest, Council Bluffs, Iowa  
 Huston, Mrs. Sharon, Omaha, Nebr.  
 Hyatt, Mrs. Carolyn, Spartanburg, S. C.  
 Igleheart, Mrs. Betty, Vancouver, Wash.  
 Igleheart-Elliott, Vancouver, Wash.  
 Imboden, Mrs. Jean, Jacksonville, Ill.  
 Ingle, Mrs. Mary Hughes, White Plains, N.Y.  
 Irgens, Mrs. Betty, Devils Lake, N. Dak.  
 Irgens, Henning, Devils Lake, N. Dak.  
 Irvine, Mrs. Demma, Salem, Oreg.  
 Irving, Ann, Grand Rapids, Mich.  
 Irwin, Mrs. Jim, Cave Spring, Ga.  
 Isaacs, Ruth, Council Bluffs, Iowa  
 Isreal, Florence, Cave Spring, Ga.  
 Jackson, Eileen, Berkeley, Calif.

Jackson, Jesse, Omaha, Nebr.  
 Jackson, Mrs. Helen, Baton Rouge, La.  
 Jackson, Robert, Washington, D.C.  
 Jackson, Mrs. Sara Lee, Birmingham, Ala.  
 Jacobs, John, Faribault, Minn.  
 Jacobs, Leo, Berkeley, Calif.  
 Jacobson, Casper, Columbus, Ohio  
 Jacobson, Francis, Council Bluffs, Iowa.  
 Jacobson, Mrs. Oleta, Columbus, Ohio  
 James Lorene, Sister, University City Mo.  
 Jamison, Mrs. Alice, Racine, Wis.  
 Jamison, Francis, Pittsburgh, Pa.  
 Jarvis, Mrs. Mae, Vancouver, Wash.  
 Jayne, Gladys, Knoxville, Tenn.  
 Jeanne, Sister Mary, Randolph, Mass.  
 Jenkins, Janet, Council Bluffs, Iowa.  
 Jenkins, Schubert, Spartanburg, S.C.  
 Jennings, Albert, Little Rock, Ark.  
 Jensen, Carolan, Grand Rapids, Mich.  
 Jensen, Don, Ogden, Utah.  
 Jensen, Mrs. Pauline, Sioux Falls, S. Dak.  
 Jensen, Solveig, Faribault, Minn.  
 Jeter, Nan, Morganton, N.C.  
 Joanna, Sister Mary, Randolph, Mass.  
 Johnson, Dorothy, Tacoma, Wash.  
 Johnson, Edwin, Faribault, Minn.  
 Johnson, Franc, Knoxville, Tenn.  
 Johnson, James, Raleigh, N.C.  
 Johnson, Judith, Rome, N.Y.  
 Johnson, Kathleen, New York, N.Y.  
 Johnson, Mrs. L. A., Austin, Tex.  
 Johnson, Mrs. Marion, West Hartford, Conn.  
 Johnson, Mrs. Patricia, Portland, Maine.  
 Johnson, William, Jacksonville, Ill.  
 Johnston, Mrs. Bower, Jackson, Miss.  
 Joiner, Allie, Spartanburg, S.C.  
 Jones, Earl, Flint, Mich.  
 Jones, Mrs. Elizabeth, Fulton, Mo.  
 Jones, Mrs. Evelyn, Knoxville, Tenn.  
 Jones, Mrs. Lillian, Baton Rouge, La.  
 Jones, Gregory, Indianapolis, Ind.  
 Jones, Mrs. Marion, Staunton, Va.  
 Jones, Mrs. Mary, Cave Spring, Ga.  
 Jones, Richard, Edgewood, Pittsburgh, Pa.  
 Jones, Uriel, Knoxville, Tenn.  
 Jones, Mrs. Virginia, Memphis, Tenn.  
 Jordan, Ralph, Berkeley, Calif.  
 Jorg, Mrs. Jerry, Vancouver, Wash.  
 Joyce, Sister M. Scholastica, Pittsburgh, Pa.  
 Judd, Mrs. Mary Belle, Dallas, Tex.  
 Judd, Mrs. Rosalind, Minneapolis, Minn.  
 Kahn, Dr. David, New York, N.Y.  
 Kalal, Mrs. Emelie, St. Augustine, Fla.  
 Kamrad, Joseph F., West Trenton, N.J.  
 Kannapell, Mary, Danville, Ky.  
 Kantor, Mrs. Mona, Los Angeles, Calif.  
 Karus, Mrs. Isabel, Detroit, Mich.  
 Kaufman, Dorothy, School for the Deaf, Jacksonville, Ill.  
 Kaufman, Mrs. I., Austin, Tex.  
 Kaufmann, William, Jacksonville, Ill.

Kavanau, Thelma, Mill Neck, N.Y.  
 Keating, Mrs. Edith, Jacksonville, Ill.  
 Keen, Martha, New York, N.Y.  
 Keim, Nancy, Riverside, Calif.  
 Keith, Virginia, Jackson, Miss.  
 Keizer, Lois, Cleveland, Ohio.  
 Kelly, Agnes, New York, N.Y.  
 Kelly, Mrs. Dorothy, New York, N.Y.  
 Kelly, Mrs. Mary, Edgewood, Pittsburgh, Pa.  
 Kelly, Robert, White Plains, N.Y.  
 Kelly, Mrs. Sally, Riverside, Calif.  
 Kelsey, Martha, Delavan, Wis.  
 Kelso, Mrs. Myrna, Vancouver, Wash.  
 Kendall, Mrs. Laura, Brattleboro, Vt.  
 Keneffick, Sara Ellen, Carmichael, Calif.  
 Kennard, Mrs. Marie, Cave Springs, Ga.  
 Kennedy, Mrs. Arville, Columbus, Ohio.  
 Kennedy, Mrs. Elaine, Rochester, N.Y.  
 Kennedy, Eloise, Jacksonville, Ill.  
 Kennedy, Everett, Columbus, Ohio.  
 Kennedy, Mrs. Malvina, Indianapolis, Ind.  
 Kennedy, Mrs. Mildred, Portland, Oreg.  
 Kennedy, Paul, White Plains, N.Y.  
 Kent, Mrs. Louise, Baton Rouge, La.  
 Kent, Margaret, Frederick, Md.  
 Kerr, Mrs. Edna, St. Augustine, Fla.  
 Kerr, Thomas, Spartanburg, S.C.  
 Kessler, Mrs. Evelyn, Staunton, Va.  
 Keys, Dr. John, Oklahoma City, Okla.  
 Kiehne, Albert, White Plains, N.Y.  
 Kilbourn, Peter, West Hartford, Conn.  
 Kilcoyne, Catherine, Olathe, Kans.  
 Killebrew, Mrs. Louise, Danville, Ky.  
 Killingsworth, Connie, Riverside, Calif.  
 Killorin, Mrs. M. Adeladie, Rochester, N.Y.  
 Kimbro, K., Little Rock, Ark.  
 Kincaid, Sue, Sulphur, Okla.  
 King, Mrs. Jane, St. Augustine, Fla.  
 King, Mrs. Nelle, Romney, W. Va.  
 King, Willa, Berkeley, Calif.  
 King, Wilma, Wichita Falls, Tex.  
 Kingsolver, Mrs. Lucile, Colorado Springs, Colo.  
 Kinnaird, Angie, Danville, Ky.  
 Kirk, Dorothy, Minneapolis, Minn.  
 Kirk, Louise, Columbus, Ohio.  
 Kirkham, Mary, Saskatoon, Saskatchewan, Canada.  
 Kirkley, James, Colorado Springs, Colo.  
 Kirkpatrick, Mrs. Mildred, Sulphur, Okla.  
 Kirksey, Mrs. Mary, Morganton, N.C.  
 Kitchen, Patricia, Riverside, Calif.  
 Klein, Dr. John, Detroit, Mich.  
 Klein, Mrs. Mildred, Sioux Falls, S. Dak.  
 Kline, Thomas, Jacksonville, Ill.  
 Kludy, Hazel, Flint, Mich.  
 Knedeisen, Judith, West Trenton, N.J.  
 Knochenmus, Mrs. Reana, Sioux Falls, S. Dak.  
 Knoderer, Mrs. Emily, Compton, Calif.  
 Knott, Charley, Brattleboro, Vt.  
 Knowles, Mrs. Inez, St. Augustine, Fla.

Knueven, Rita, New York, N.Y.  
 Kohl, Mrs. Judith, Buffalo, N.Y.  
 Kolander, Raymond, Great Falls, Mont.  
 Konno, Irja, Washington, D.C.  
 Konrad, Rose, Mill Neck, N.Y.  
 Koob, Ethel, Indianapolis, Ind.  
 Koosse, Mrs. Bettie, Indianapolis, Ind.  
 Kopas, Joseph, Delavan, Wis.  
 Korb, Mrs. Mary, Detroit, Mich.  
 Kowalewski, Felix, Riverside, Calif.  
 Kowalewski, Mrs. Laura, Riverside, Calif.  
 Koziar, Mrs. Anna, Fulton, Mo.  
 Koziar, Stephen, Fulton, Mo.  
 Kraft, Mrs. Dorothy, New York, N.Y.  
 Krallman, Esther, St. Louis, Mo.  
 Krebs, Barbara, Flint, Mich.  
 Krehbiel, Mrs. Gertrude, Olathe, Kans.  
 Kress, Mrs. Eunice, St. Augustine, Fla.  
 Krug, Adele, Washington, D.C.  
 Krug, Richard, Oklahoma City, Okla.  
 Krug, Walter, Washington, D.C.  
 Kubis, John, Washington, D.C.  
 Kubotsu, Teruko, Riverside, Calif.  
 Kukleski, Audrian, Edgewood, Pittsburgh, Pa.  
 Kurata, Mrs. Chiyono, Honolulu, Hawaii.  
 Kurtz, Mrs. Clara, Fulton, Mo.  
 Lachenbruch, Mrs. Emogene, Riverside, Calif.  
 Ladner, Emil, Berkeley, Calif.  
 Ladner, Mrs. Mary, Berkeley, Calif.  
 LaFountaine, Lewis, Columbus, Ohio.  
 Lahn, Nathan, Council Bluffs, Iowa  
 Lalley, Ann, Buffalo, N.Y.  
 Lamb, Alfred, Indianapolis, Ind.  
 Lamb, Gladys, West Hartford, Conn.  
 Lambert, P., Columbus, Ohio.  
 Lancaster, Mrs. Marion, Spartanburg, S.C.  
 Landers, Addie, Portland, Maine.  
 Lane, Kenneth, Vancouver, Wash.  
 Lane, Richard, St. Augustine, Fla.  
 Lang, George, White Plains, N.Y.  
 Lange, Keith, Salem, Oreg.  
 Lange, Robert, Knoxville, Tenn.  
 Langley, Mrs. Mazine, Kansas City, Mo.  
 Lanham, Mrs. Isobel, Fulton, Mo.  
 Lanham, Sylvia, St. Augustine, Fla.  
 Lankford, Mrs. Sybil, Austin, Tex.  
 Laramie, Mrs. Dora, Ogden, Utah.  
 Laronge, Mrs. V., Austin, Tex.  
 Larsen, Harold, Indianapolis, Ind.  
 Larsen, Mrs. Harold, Indianapolis, Ind.  
 Larson, Caroline, Delavan, Wis.  
 Larson, Herbert, Delavan, Wis.  
 Larson, Mrs. Nelle, Jacksonville, Ill.  
 Larsson, G. George, Boston, Mass.  
 Larue, Mary, Washington, D.C.  
 Latham, Gladys, Cave Springs, Ga.  
 Laufer, Hazel, Rome, N.Y.  
 Laurand, Sister M., Randolph, Mass.  
 Laurent, Michel, Council Bluffs, Iowa.  
 Lauritsen, Mrs. LaReine, Faribault, Minn.  
 Lauritsen, Wesley, Faribault, Minn.  
 Lastrup, Margaret, Portland, Oreg.  
 Lavin, Maureen, Vancouver, British Columbia.  
 Lavos, George, Flint, Mich.  
 Law, Mrs. Jennie, Morganton, N.C.  
 Law, Mrs. Margaret, Romney, W. Va.  
 Lawler, Mrs. Florence Edgewood, Pittsburgh, Pa.  
 Lawless, Patrick, Vancouver, Wash.  
 Lawson, Mrs. Ethelyn, Edgewood, Pittsburgh, Pa.  
 Lazzaro, Mrs. Virginia, Omaha, Nebr.  
 Lee, Louise, Edgewood, Pittsburgh, Pa.  
 Lee, Mrs. Louise, Honolulu, Hawaii.  
 Lee, Madison, Danville, Ky.  
 Lee, Mahn, Honolulu, Hawaii.  
 Lee, Mrs. Naomi, Berkeley, Calif.  
 Leedy, Maxine, Flint, Mich.  
 Leenhousts, Mrs. Mildred, Berkeley, Calif.  
 Leenhousts, Myron, Berkeley, Calif.  
 LeFeaux, Mrs. Dorothy, Baton Rouge, La.  
 Lennan, Robert, Riverside, Calif.  
 Lenz, Marion, Detroit, Mich.  
 Leonard, Sister David Mary, Pittsburgh, Pa.  
 Lesesne, Mrs. Ruth, Austin, Tex.  
 Lewellyn, T. C., Staunton, Va.  
 Lewis, Mrs. Bertha, Ypsilanti, Mich.  
 Lewis, Mrs. Betteye, Austin, Tex.  
 Lewis, Harland, Faribault, Minn.  
 Lewis, Mrs. Helwn, Staunton, Va.  
 Lewis, Lucy, Riverside, Calif.  
 Lewis, Robert, Sulphur, Okla.  
 Lidstrand, Mrs. Ida Kathryn, Omaha, Neb.  
 Lindholm, Elsie, Portland, Maine.  
 Lindholm, Toivo, Riverside, Calif.  
 Leard, Archie, Saskatoon, Canada.  
 Lindstrand, Mrs. Harriet, Salem, Oreg.  
 Lindstrom, Evelyn, Gooding, Idaho.  
 Lines, Mrs. Mildred, Olathe, Kans.  
 Linzey, Robert, Staunton, Va.  
 Lippert, Mrs. Peggy, Tulsa, Okla.  
 Lipsanen, Martha, Watsonville, Calif.  
 Lister, Ann, West Hartford, Conn.  
 Litchfield, Kendall, White Plains, N.Y.  
 Litif, Mrs. Barbara, Boston, Mass.  
 Little, James, Edgewood, Pittsburgh, Pa.  
 Little, Sister M. Angelica, Pittsburgh, Pa.  
 Lloyd, Mrs. Bethel, Scranton, Pa.  
 Lloyd, Glenn, Rochester, N.Y.  
 Lloyd, Marie, Vancouver, Wash.  
 Loe, Elva, Washington, D.C.  
 Loelf, Helmut, Los Angeles, Calif.  
 Long, Mrs. Florence, Romney, W. Va.  
 Long, Wilma, Jackson, Miss.  
 Lopes, Fred, Providence, R.I.  
 Louargand, Mrs. Edna, Carmichael, Calif.  
 Loughran, Rosalin, Riverside, Calif.  
 Louise, Sister M. Margaret, Randolph, Mass.

Love, Mrs. Sara, Staunton, Va.  
 Lowell, Neil, Portland, Maine.  
 Lowery, Mrs. Barbara, Boston, Mass.  
 Lowman, Tex, Washington, D.C.  
 Ludovico, Mrs. Ruth, Edgewood, Pittsburgh, Pa.  
 Ludwig, Mrs. Warrene, Dallas, Tex.  
 Luelke, Melvin, Mill Neck, N.Y.  
 Lumpkins, Mrs. Janette, Santa Fe, N. Mex.  
 Lundell, Mrs. Kathleen, New York, N.Y.  
 Lusk, Alice, Santa Fe, N. Mex.  
 Lutz, Martha, Fulton, Mo.  
 Lux, Frank, White Plains, N.Y.  
 Lyle, Sara, Frederick, Md.  
 Lynam, Elizabeth, New York, N.Y.  
 Lynch, Carol, Buffalo, N.Y.  
 Lynch, Mrs. Irene, Indianapolis, Ind.  
 Lyon, Victor, Great Falls, Mont.  
 Lyons, James, Brattleboro, Vt.  
 MacAulay, Mrs. Dorothy, Rochester, N.Y.  
 MacChesney, Jane, San Jose, Calif.  
 MacDonald, Dr. C. E., Vancouver, British Columbia.  
 MacDonald, N., Toronto, Ontario, Canada.  
 Mackin, James, Edgewood, Pittsburgh, Pa.  
 Mackness, Mrs. Carrie, Jacksonville, Ill.  
 Mackorell, Mrs. Jane, Morganton, N.C.  
 MacLeod, Mrs. Juanita, Cave Spring, Ga.  
 Macomber, Virginia, Providence, R.I.  
 MacPherson, Mrs. Irene, Austin, Tex.  
 Maddox, Maxie Clare, Olathe, Kans.  
 Maddox, Mildred, Olathe, Kans.  
 Madigan, Mrs. C. A., Toronto, Ontario, Canada.  
 Madsen, Agatha, Devils Lake, N. Dak.  
 Madsen, Willard, Washington, D.C.  
 Maez, Max, Santa Fe, N. Mex.  
 Magill, Medford, Baton Rouge, La.  
 Magness, James, St. Augustine, Fla.  
 Magoffin, Mrs. Virginia, Memphis, Tenn.  
 Mahoney, Margaret, New York, N.Y.  
 Maier, Mrs. Lois, San Diego, Calif.  
 Mallow, Mrs. Wilda, Staunton, Va.  
 Mancini, Mary, Buffalo, N.Y.  
 Mangan, Kenneth, St. Louis, Mo.  
 Manier, Sara, Knoxville, Tenn.  
 Manion, Sister M. Philomena, Pittsburgh, Pa.  
 Mannon, Grace, Detroit, Mich.  
 Mantzke, Ella, Beverly, Mass.  
 Marcellino, Michael, White Plains, N.Y.  
 Marstad, Mildred, Jackson, Miss.  
 Marlanna, Sister, University City, Mo.  
 Marie, Sister Michael, Randolph, Mass.  
 Marie, Sister Winifred, Randolph, Mass.  
 Mariquita, Sister, Randolph, Mass.  
 Marjorie, Sister Mary, Randolph, Mass.  
 Mark, Sister Mary, Randolph, Mass.  
 Mark, Mrs. Norma, Ogden, Utah.  
 Marks, Mrs. Mary Jane, Austin, Tex.  
 Marquis, Mrs. Elizabeth, Spartanburg, S.C.  
 Marra, William, Olathe, Kans.  
 Marriner, Rebecca, Edgewood, Pittsburgh, Pa.  
 Marsden, Mrs. Betty, Little Rock, Ark.  
 Marsden, Ted, Little Rock, Ark.  
 Marsh, Mrs. Dorothy, Kansas City, Mo.  
 Marshall, Alfred, Danville, Ky.  
 Marshall, Charles, Jacksonville, Ill.  
 Marshall, Emma, Omaha, Nebr.  
 Marshall, Erwin, Berkeley, Calif.  
 Marshall, Mrs. Margaret, Danville, Ky.  
 Marshall, Marvin, Faribault, Minn.  
 Marshall, Zoe, Jacksonville, Ill.  
 Martin, Mrs. Carson, Romney, W. Va.  
 Martin, Mrs. Martha, Romney, W. Va.  
 Martin, Louise, Rome, N.Y.  
 Martina, Russell, Buffalo, N.Y.  
 Marty, John, Council Bluffs, Iowa.  
 Mary Conrad, Sister, Buffalo, N.Y.  
 Mary Liguori, Sister, Buffalo, N.Y.  
 Massey, Leslie, Indianapolis, Ind.  
 Massey, O. J. Austin, Tex.  
 Massman, Beatrice, Buffalo, N.Y.  
 Masucci, Alex, Olathe, Kans.  
 Masullo, Mrs. Elvira, New York, N.Y.  
 Matchitt, Marion, Faribault, Minn.  
 Mather, Mrs. Natalie, Ogden, Utah.  
 Mathews, Mrs. Betty, Jacksonville, Ill.  
 Mathews, Mrs. Emma, Faribault, Minn.  
 Mathews, John, Columbus, Ohio.  
 Maura, Sister, Buffalo, N.Y.  
 Maxwell, Mrs. Nelda, Morgantown, N.C.  
 May, Mary Jane, Dallas, Tex.  
 Mayers, Mrs. Caroline, Salem, Oreg.  
 Mayers, Lewis, Salem, Oreg.  
 Mayes, Julia, Flint, Mich.  
 Mayfield, Robel, Morgantown, N.C.  
 Mayhew, Mrs. Betty, Romney, W. Va.  
 Mays, Mrs. E. M., Austin, Tex.  
 Mays, Mrs. Laura, St. Augustine, Fla.  
 Mazzel, Ellen Mary, Chicago, Ill.  
 Mazzoli, Judy, Columbus, Ohio.  
 McAdams, J.C., Austin, Tex.  
 McAdams, R. M., Morganton, N.C.  
 McAfee, Sister Mary Ann, Pittsburgh, Pa.  
 McAlister, Chetwynd, Honolulu, Hawaii.  
 McArter, Sheldon, Berkeley, Calif.  
 McBride, E. A., Talladega, Ala.  
 McBride, Gray, New York, N.Y.  
 McCain, Bertha, Colorado Springs, Colo.  
 McCandless, Ella, Jackson, Miss.  
 McCanne, Mrs. Mary, Edgewood, Pittsburgh, Pa.  
 McCarty, Edris, Kansas City, Kans.  
 McCauley, Elizabeth, Boston, Mass.  
 McClanahan, Mrs. Rosalie, Fulton, Mo.  
 McClung, Mrs. Frances, Danville, Ky.  
 McClure, Dr. William J., Indianapolis, Ind.  
 McComb, Patricia, Fort Wayne, Ind.

McConnell, Eugene, Council Bluffs, Iowa.  
 McConnell, Mrs. Iva, Council Bluffs, Iowa.  
 McConnell, Wm. J., Austin, Tex.  
 McCreight, Mrs. Annabelle, Morganton, N.C.  
 McCreight, John, Morganton, N.C.  
 McCullough, Mrs. Evelyn, Knoxville, Tenn.  
 McCullough, Mrs. Francelia, Columbia, Ohio.  
 McDaniel, Mrs. Margaret, Los Angeles, Calif.  
 McDermott, Julie, Spartanburg, S.C.  
 McDermott, Mrs. Myrtle, Cleveland, Ohio.  
 McDonald, Mrs. Dorothy, Fulton, Mo.  
 McDonald, Mrs. Mildred, Baton Rouge, La.  
 McDowell, Floyd, Great Falls, Mont.  
 McDowell, Mrs. Viola, Great Falls, Mont.  
 McGarry, David, Riverside, Calif.  
 McGarry, Mrs. Esther, Riverside, Calif.  
 McGill, D. G., Austin, Tex.  
 McGill, Mrs. Dorothy, Vancouver, Wash.  
 McGill, John, West Hartford, Conn.  
 McGrory, Sister M. Florita, Pittsburgh, Pa.  
 McGurk, Mary Beth, West Hartford, Conn.  
 McIntosh, Mrs. R., Austin, Tex.  
 McIsaac, Gladys, Taunton, Mass.  
 McKenney, Kathleen, Indianapolis, Ind.  
 McKeon, Mrs. Ethel, Salem, Oreg.  
 McKeon, James, Delavan, Wis.  
 McKibben, Sue, Indianapolis, Ind.  
 McKinnon, Mrs. Margaret, Sulphur, Okla.  
 McLellan, Paul, Staunton, Va.  
 McLeod, R. J., Vancouver, British Columbia.  
 McManamy, Mrs. Maurine, Council Bluffs, Iowa.  
 McMichen, Viola, Cave Spring, Ga.  
 McMillan, Cara, Minneapolis, Minn.  
 McMillan, Lois, Vancouver, Wash.  
 McPherson, Mrs. Hazel, Fulton, Mo.  
 McPherson, Mrs. LaPearl, Gooding, Idaho.  
 McPherson, Mrs. Lillian, Knoxville, Tenn.  
 McQueen, Mrs. Ruth, Fulton, Mo.  
 McQuern, Lella, Indianapolis, Ind.  
 McRae, Mrs. Susie, Cleveland, Ohio.  
 McRoberts, Janet, Berkeley, Calif.  
 Mechlin, Mrs. Grace, Shreveport, La.  
 Mechlin, Zella, Columbus, Ohio.  
 Medlock, Mrs. Hilda, Little Rock, Ark.  
 Meek, Joanne, Riverside, Calif.  
 Meeks, James, Riverside, Calif.  
 Mehl, Albert, Morganton, N.C.  
 Meier, Mrs. June, Great Falls, S. Dak.  
 Meling, Mrs. Faith, Sioux Falls, S. Dak.  
 Mellinger, Anna, Tucson, Ariz.  
 Melton, Sheldon, Staunton, Va.  
 Mencke, Eugene, Mill Neck, N.Y.  
 Menifee, Mrs. Hattie, Cave Spring, Ga.  
 Mensia, Mrs. Nettie, Baton Rouge, La.  
 Menson, Stanley, Riverside, Calif.  
 Merilla, Arthur, Morganton, N.C.  
 Merklin, Arthur, Fulton, Mo.  
 Messmer, Marylou, Columbus, Ohio.  
 Meyer, Martha, St. Augustine, Fla.  
 Meyers, Sister Edna Marie, Pittsburgh, Pa.  
 Middleton, Isla, Jackson, Miss.  
 Miles, Lottie, Knoxville, Tenn.  
 Milford, B. Diana, Staunton, Va.  
 Miller, Mrs. Anna Mae, Little Rock, Ark.  
 Miller, Charles, Columbus, Ohio.  
 Miller, Clarence, Indianapolis, Ind.  
 Miller, Corrie Jean, Spartanburg, S.C.  
 Miller, Mrs. Emma Rose, Honolulu, Hawaii.  
 Miller, Mrs. Gertrude, Olathe, Kans.  
 Miller, June, Kansas City, Kans.  
 Miller, Kenneth, Vancouver, Wash.  
 Miller, Lillian, Danville, Ky.  
 Miller, Mrs. Loretta, Sioux Falls, S. Dak.  
 Miller, Marjorie, Orillia, Ontario, Canada.  
 Milligan, Mrs. B. Austin, Tex.  
 Milligan, W., Austin, Tex.  
 Mills, Mrs. Leah, Pittsburgh, Pa.  
 Mills, Mrs. Mary M., West Trenton, N.J.  
 Mills, Maude, New York, N.Y.  
 Minihan, Helen, New York, N.Y.  
 Minor, Mrs. Claryee, Baton Rouge, La.  
 Minor, Mrs. Mary, Colorado Springs, Colo.  
 Mitchell, Mrs. Betty, Morganton, N.C.  
 Mitchell, Mrs. Dorothy, Morganton, N.C.  
 Mitchell, Mrs. Peggy, Austin, Tex.  
 Miyake, Mrs. Martha, Honolulu, Hawaii.  
 Mog, Hubertine, Riverside, Calif.  
 Mog, Suzanne, Delavan, Wis.  
 Monk, Mrs. Blomie, Raleigh, N.C.  
 Monk, George, Raleigh, N.C.  
 Montgomery, Mrs. Edythe, Cave Spring, Ga.  
 Moriarty, Maurice V., Inglewood, Calif.  
 Moore, Carleda, Compton, Calif.  
 Moore, Leander, Knoxville, Tenn.  
 Moore, Louise, Raleigh, N.C.  
 Moore, Margaret, Cave Spring, Ga.  
 Moore, Mrs. Ruth, Fulton, Mo.  
 Mooring, Mrs. Dorothy, Frederick, Md.  
 Moreau, Mrs. Lillian, Baton Rouge, La.  
 Morgan, Mrs. Ruth, Raleigh, N. C.  
 Morris, Mrs. May, Berkeley, Calif.  
 Morrison, James, Danville, Ky.  
 Morita, Haruo, Vancouver, Wash.  
 Moseley, Mrs. Dorothy, Santa Fe, N. Mex.  
 Moss, Mrs. Barbara, Rome, N.Y.  
 Mossel, Max, Fulton, Mo.  
 Motley, Mrs. Susan, Fulton, Mo.

Mourer, Mrs. Delilah, Council Bluffs, Iowa.  
 Moursund, Mrs. Geraldine, Austin, Tex.  
 Mouton, Hershel, Honolulu, Hawaii.  
 Mudgett, David, Jacksonville, Ill.  
 Mudgett, Mrs. Grace, Jacksonville, Ill.  
 Mueller, Miriam, Detroit, Mich.  
 Mulcahy, Grace, Rochester, N.Y.  
 Muldoon, Mary, Boston, Mass.  
 Mulholland, Sister M. Leocadia, Pittsburgh, Pa.  
 Mundin, Mrs. Elsie, Portland, Oreg.  
 Mundinger, Ada, Mill Neck, N.Y.  
 Murphy, Anna, Tucson, Ariz.  
 Murphy, Francis, Washington, D.C.  
 Murphy, Fred, Olathe, Kans.  
 Murphy, Mrs. Joyce, Sulphur, Okla.  
 Murphy, Mrs. Margaret, Honolulu, Hawaii.  
 Murray, Mrs. Mildred, St. Augustine, Fla.  
 Musmanno, Madeline, Riverside, Calif.  
 Muyskens, Mrs. Thelma, Sale, Oreg.  
 Myders, Thelma D., Moline, Ill.  
 Myers, Helen, Berkeley, Calif.  
 Myers, Mrs. Thelma, Baton Rouge, La.  
 Myklebust, Arthur, Sioux Falls, S. Dak.  
 Nakamine, Mrs. Mieko, Honolulu, Hawaii.  
 Nass, David, Council Bluffs, Iowa.  
 Neal, Ermine C., Rome, N.Y.  
 Neesam, Ralph, Berkeley, Calif.  
 Nelson, Jayne V., Minneapolis, Minn.  
 Nelson, Irene, Talladega, Ala.  
 Nelson, Mrs. Helen M., Pittsburgh, Pa.  
 Nelson, Mrs. Louise B., Raleigh, N.C.  
 Nerhus, Nelly, Billings, Mont.  
 Ness, Agnes Dick, New York, N.Y.  
 Netusil, Anton, Council Bluffs, Iowa.  
 Neumann, Donald, Tucson, Ariz.  
 Newbrough, Betty, Berkeley, Calif.  
 Newby, Bernice D., New York, N.Y.  
 Newhall, Mrs. Evelyn, West Trenton, N.J.  
 Newkirk, June, Tucson, Ariz.  
 Newman, Lawrence R., Riverside, Calif.  
 Newton, S. A., Cave Spring, Ga.  
 Nichols, Mrs. Martha C., Tulsa, Okla.  
 Nichols, Alice G., Rome, N.Y.  
 Niemi, Mildred, Vancouver, Wash.  
 Nillier, Kersti, Pittsburgh, Pa.  
 Nilson, Mrs. Mabel, Columbus, Ohio.  
 Nilson, Roy F., Columbus, Ohio.  
 Noble, Margaret, Indianapolis, Ind.  
 Noe, Stith Edith, Tucson, Ariz.  
 Noland, Sister Alice Elizabeth, S.C., Pittsburgh, Pa.  
 Nomeland, Roland, Baton Rouge, La.  
 Nomeland, Emery T., Romney, W. Va.  
 Norris, Mrs. Della H., Washington, D.C.  
 Norton, Helen R., Washington, D.C.  
 Norton, Kenneth W., Sulphur, Okla.  
 Nortz, Naomi, Vancouver, Wash.  
 Norwood, Malcoim, Romney, W. Va.  
 Nugent, Nicholas J., Rochester, N.Y.  
 Nunnelley, Josephine, Danville, Ky.  
 Nutt, Mrs. Emogene, Little Rock, Ark.  
 Nutt, Houston, Little Rock, Ark.  
 Nycom, Mrs. Mattie, Austin, Tex.  
 Ockay, Mrs. Margaret J., Pittsburgh, Pa.  
 O'Connor, Mrs. Helen, New York, N.Y.  
 O'Connor, Dr. Clarence D., New York, N.Y.  
 O'Connor, Mrs. Katherine, Seattle, Wash.  
 Oehler, Hannah, Pittsburgh, Pa.  
 Oehler, Phoebe, Pittsburgh, Pa.  
 OelschLAGER, Robert, Faribault, Minn.  
 Offutt, Elizabeth, Indianapolis, Ind.  
 Oftedal, Agnes H., Washington, D.C.  
 Ogletree, Mrs. Barbara L., Morganton, N.C.  
 Ohlinger, Betty, Riverside, Calif.  
 Oja, Norman L., St. Augustine, Fla.  
 Oja, Diane, Pittsburgh, Pa.  
 Olanoff, Mrs. Rose S., Philadelphia, Pa.  
 Oliver, Kastel, Vancouver, Wash.  
 Olmstead, Mrs. Pauline, New York, N.Y.  
 Olsen, Jean, Flint, Mich.  
 Olson, Christine, St. Augustine, Fla.  
 Olson, Mrs. Goldie, Minneapolis, Minn.  
 Olson, John, Austin, Tex.  
 Olson, Josephine, St. Augustine, Fla.  
 Olson, Mrs. Marny, Austin, Tex.  
 O'Malley, Mrs. Ann R., Danville, Ky.  
 O'Neal, Mrs. Gayle S., Dallas, Tex.  
 O'Neill, Marilyn A., Honolulu, Hawaii.  
 O'Neill, Florence, Rome, N.Y.  
 O'Neill, Veronica, New York, N.Y.  
 Oplinger, Kay, Pittsburgh, Pa.  
 Orenbaum, Ruth, Little Rock, Ark.  
 Orman, Mrs. Doris B., Jacksonville, Ill.  
 Orman, James N., Jacksonville, Ill.  
 O'Rourke, Terrence J., Morganton, N.C.  
 Osborne, Mrs. Margaret, Council Bluffs, Iowa.  
 Osburn, Nona L., Minneapolis, Minn.  
 O'Sullivan, Jeanne T., Waltham, Mass.  
 O'swald, Sister Mary, C. S. J., Randolph, Mass.  
 Oulton-Clark, Mrs. B. M., Vancouver, British Columbia.  
 Owens, Mrs. Vera N., Cave Spring, Ga.  
 Owens, Mrs. M. R., Little Rock, Ark.  
 Padden, Donald A., Washington, D.C.  
 Painter, Aubrey, Staunton, Va.  
 Painter, Mrs. Claire, Salem, Oreg.  
 Pakcard, Mrs. Ada, Seattle, Wash.  
 Panara, Robert F., Washington, D.C.  
 Pancake, Anne, Romney, W. Va.  
 Pancake, Edith, Romney, W. Va.  
 Pancake, Virginia, Romney, W. Va.  
 Panzer, August, Romney, W. Va.  
 Papalis, Anthony, Tucson, Ariz.  
 Parker, Mrs. Jo Ann, Romney, W. Va.  
 Parker, Samuel S., B.S., Frederick, Md.  
 Parks, Mrs. Fern, Olathe, Kans.  
 Parks, Lloyd R., Olathe, Kans.  
 Parks, Roy G., Little Rock, Ark.  
 Parks, Mrs. Roy G., Little Rock, Ark.  
 Parish, Marline, Indianapolis, Ind.  
 Parrish, Horace, Cave Spring, Ga.  
 Parrish, Mrs. Mary D., Morganton, N.C.

Parson, Venetia, New York, N.Y.  
Partridge, Margaret, West Hartford, Conn.  
Parvulescu, Antares, Washington, D.C.  
Pascarella, Sister Marie Gerard, S. C., Pittsburgh, Pa.  
Pasqualine, Sister M., University City, Mo.  
Patrick, Lilly Mary, Scranton, Pa.  
Patrie, Stanley A., Rochester, N.Y.  
Patterson, Dorothy, Olathe, Kans.  
Patterson, Mrs. Edith, Devils Lake, N. Dak.  
Patton, John S., Baton Rouge, La.  
Patton, Livingston, West Hartford, Conn.  
Patton, Mrs. Mary C., Morganton, N.C.  
Patton, Mrs. Mary Gordon, Morganton, N.C.  
Paul, Jeanne M., Riverside, Calif.  
Pauline, Sister M., Buffalo, N.Y.  
Paulsen, Kristine, New York, N.Y.  
Paxson, Grace, Riverside, Calif.  
Paxton, Mrs. Fannie E., Staunton, Va.  
Payne, Gail, Devils Lake, N. Dak.  
Payne, Mrs. Lucy L., Fulton, Mo.  
Pearce, Jane T., New York, N.Y.  
Pearce, Mrs. Mary French, Tucson, Ariz.  
Pearce, Virginia L., Staunton, Va.  
Pearre, Emmett C., Fulton, Mo.  
Peacock, Leonard J., Delavan, Wis.  
Pearson, Lucile, Portland, Maine.  
Pearson, Paul E., Colorado Springs, Colo.  
Peck, Billy, Salem, Oreg.  
Peevy, Mrs. Vivian, Austin, Tex.  
Peffer, Patricia Ann, New York, N.Y.  
Pellucci, Luzio, White Plains, N.Y.  
Peiser, Ann K., West Hartford, Conn.  
Pemberton, Freddie H., Cave Spring, Ga.  
Pence, Mrs. Josephine, Danville, Ky.  
Pendell, Lucille H., Washington, D.C.  
Pennell, Mrs. Donald, Detroit, Mich.  
Penny, Mrs. Annie B., Baton Rouge, La.  
Pepe, Joseph, Riverside, Calif.  
Perdue, Mrs. Catherine, Spartanburg, S.C.  
Perdue, Eugene, Spartanburg, S.C.  
Petrosier, Thomas, West Hartford, Conn.  
Peterka, Alvin J., Denver, Colo.  
Peters, William C., Riverside, Calif.  
Peterson, Donald O., Washington, D.C.  
Peterson, Mrs. Inez, Council Bluffs, Iowa  
Peterson, John S., Los Angeles, Calif.  
Peterson, Martha, Faribault, Minn.  
Peterson, Mathilda, Faribault, Minn.  
Peterson, Nick, Omaha, Nebr.  
Peterson, Paul C., West Hartford, Conn.  
Peterson, Mrs. Rosamond H., Rochester, N.Y.  
Petrick, Clarice M., Jacksonville, Ill.  
Petters, Mrs. Elizabeth, Faribault, Minn.

Petty, Mrs. Phyllis T., Spartanburg, S.C.  
Pfeifer, Lola, Indianapolis, Ind.  
Pharr, Marion, Austin, Tex.  
Phelps, Mrs. Fern, Council Bluffs, Iowa.  
Phillips, Mrs. Annie L., Morganton, N.C.  
Phillips, Ben, Baton Rouge, La.  
Phillips, Betty L., White Plains, N.Y.  
Phillips, Frances, Upper Montclair, N.J.  
Phillips, Richard M., Washington, D.C.  
Phillips, William D., White Plains, N.Y.  
Pickett, Mrs. Dorothy, Flint, Mich.  
Pihlstrom, Mrs. Eunice W., Minneapolis, Minn.  
Pilsums, Leonids, Staunton, Va.  
Pimentel, Albert, Baton Rouge, La.  
Pimentel, Sally, Baton Rouge, La.  
Pirtle, Mrs. Beth, Austin, Tex.  
Piskos, James A., Indianapolis, Ind.  
Piskos, Mrs. James A., Indianapolis, Ind.  
Plaster, Mrs. Marguerite C., Morgan-  
ton, N.C.  
Plummer, Richard N., Portland, Maine.  
Poole, Mrs. Norma C., Faribault, Minn.  
Pope, A. W., St. Augustine, Fla.  
Poppink, Mrs. Rhea N., Rochester, N.Y.  
Posey, Mrs. Annie R., Spartanburg, S.C.  
Posey, Edward, Austin, Tex.  
Poss, Bert, Austin, Tex.  
Poulos, Thomas H., Flint, Mich.  
Powell, Eleanor, Santa Fe, N. Mex.  
Powell, Mary G., Spartanburg, S.C.  
Powell, Mrs. Mae Patton, St. Augustine,  
Fla.  
Powers, Charles, Little Rock, Ark.  
Prall, Josephine, Spartanburg, S.C.  
Pratt, Mrs. Evelyn M., Covington, Ky.  
Pratt, Mrs. Inez E., Baton Rouge, La.  
Prever, Edith R., Los Angeles, Calif.  
Price, Mrs. Georgia B., Sulphur, Okla.  
Prichard, Miss Doris, St. Augustine,  
Fla.  
Priebe, Wesley, Tucson, Ariz.  
Priest, Edward K., Rome, N.Y.  
Pronn, George, Omaha, Nebr.  
Pruff, Mrs. Dorothy, Berkeley, Calif.  
Puccetti, Frank, Santa Fe, N. Mex.  
Pugh, Bessie, Grand Rapids, Mich.  
Purcell, Edythe F., Berkeley, Calif.  
Purdy, Mrs. Helen, Council Bluffs,  
Iowa.  
Pym, John, Berkeley, Calif.  
Quick, Marian A., Pittsburgh, Pa.  
Quigley, Dr. Howard M., Faribault,  
Minn.  
Quigley, Dr. Stephen P., Washington,  
D.C.  
Quinn, Mrs. LeVere S., Riverside, Calif.  
Quinn, Mrs. Marguerite, Frederick, Md.  
Quinn, Sarah E., M.A., Frederick, Md.  
Radvany, Charles, West Trenton, N.J.  
Radvany, John E., West Trenton, N.J.  
Rafferty, Dwight, Devils Lake, N. Dak.  
Raffo, Gloria, New York, N.Y.  
Ragland, Mrs. Mildred L., St. Augus-  
tine, Fla.

Rahmlow, Howard H., Riverside, Calif.  
 Railing, Samuel M., Rochester, N.Y.  
 Raknow, Pierce J., West Hartford, Conn.  
 Rakow, Lillian C., West Hartford, Conn.  
 Ramer, Harold, Berkeley, Calif.  
 Ramsey, Gertrude E., West Trenton, N.J.  
 Randall, Mrs. Peggy, Baton Rouge, La.  
 Randall, James, Baton Rouge, La.  
 Rankin, Ada, Great Falls, Mont.  
 Rankin, Carl E., Washington, D.C.  
 Rankin, Linnie, Salem, Oreg.  
 Ransdell, William E., Delavan, Wis.  
 Raphael, Mrs. Agnes, Colorado Springs, Colo.  
 Ratai, J. E. Harold, Riverside, Calif.  
 Ratcliffe, Jane E., Rochester, N.Y.  
 Rathna, N., Indianapolis, Ind.  
 Ravell, Donald, Mill Neck, N.Y.  
 Ravn, Alden C., Jacksonville, Ill.  
 Ravn, Mrs. Caroline T., Jacksonville, Ill.  
 Rawlings, Charles G., Scranton, Pa.  
 Ray, Max, Baton Rouge, La.  
 Raymond, Mrs. Ollie, Staunton, Va.  
 Reade, Alta H., Omaha, Nebr.  
 Rengan, Mrs. Mary Frances, Buffalo, N.Y.  
 Reay, Edward W., Gooding, Idaho.  
 Rebal, Frank, Romney, W. Va.  
 Reed, Hilma, Little Rock, Ark.  
 Reed, Myrtle, Ottawa, Canada.  
 Reed, Nell D., Los Angeles, Calif.  
 Reed, Richard D., Fulton, Mo.  
 Reeves, Rena, Cave Spring, Ga.  
 Regina, Sister M., Buffalo, N.Y.  
 Reid, Harry W., Spartanburg, S.C.  
 Reid, Mrs. Josephine, Fulton, Mo.  
 Reid, Mrs. Marion C., Danville, Ky.  
 Reidelberger, Henry J., St. Augustine, Fla.  
 Reilly, Mrs. Mamie T., Kansas City, Mo.  
 Reinker, Phyllis, Berkeley, Calif.  
 Reitz, Mrs. Lydia, Olathe, Kans.  
 Renna, Edith V., Riverside, Calif.  
 Renner, Robert, Council Bluffs, Iowa.  
 Rensberger, Mrs. Nina, Indianapolis, Ind.  
 Repass, Jan K., Staunton, Va.  
 Resignata, Sister Mary, C.S.J., Randolph, Mass.  
 Reuck, Mrs. Blanche E., Jacksonville, Ill.  
 Revans, Theresa, New York, N.Y.  
 Reynolds, Mrs. Betty F., Spartanburg, S.C.  
 Reynolds, Helen, Columbus, Ohio.  
 Reynolds, Mrs. Henrietta B., St. Augustine, Fla.  
 Reynolds, Mrs. Millicent, Santa Fe, N. Mex.  
 Rice, Mrs. Amy May, Tulsa, Okla.  
 Rice, Mrs. Ferne, Salem, Oreg.  
 Richards, Michael, Mrs. West Hartford, Conn.  
 Richards, Mrs. Virginia L., Los Angeles, Calif.  
 Richardson, Mrs. Bertha, Vancouver, Wash.  
 Richardson, Mrs. Betty, Salem, Oreg.  
 Rickaby, James A., Toronto, Ontario, Canada.  
 Ridings, Mrs. Augusta, Shreveport, La.  
 Rinerarson, Mrs. Mary, Knoxville, Tenn.  
 Riser, Catherine, Talladega, Ala.  
 Roach, Mrs. Mildred, Little Rock, Ark.  
 Roach, Mrs. Jeanette, Birmingham, Ala.  
 Robey, Mrs. Ruth, Council Bluffs, Iowa.  
 Roberts, Corinne R., West Trenton, N.J.  
 Robinett, Claudia, Cleveland, Ohio.  
 Robinson, Louise, Toronto, Ontario, Canada.  
 Rodrigue, Mrs. Bessie C., Baton Rouge, La.  
 Rodriguez, Raymond, Austin, Tex.  
 Rodgers, Mrs. Esther, Compton, Calif.  
 Rogerson, Earl, Tucson, Ariz.  
 Rogerson, Mrs. Priscilla, Tucson, Ariz.  
 Rogers, Barbara E., Jacksonville, Ill.  
 Rogers, Mrs. J. V. Talladega, Ala.  
 Rogers, Floyd S., Colorado Springs, Colo.  
 Rogers, William, Austin, Tex.  
 Rhan, Mrs. Ellen W., B.S., Frederick, Md.  
 Rhoades, Sidney, Colorado Springs, Colo.  
 Rhone, Mrs. Dorothy J., Wichita Falls, Tex.  
 Rolshouse, Theresa, Edgewood, Pittsburgh, Pa.  
 Rood, Marvin S., Romney, W. Va.  
 Rose Alice, Sister, Buffalo, N.Y.  
 Rose Gertrude, Sister, Buffalo, N.Y.  
 Rose Marie, Sister, Buffalo, N.Y.  
 Rose Antonia, Sister, University City, Mo.  
 Rosen, Mrs. Ruth, Staunton, Va.  
 Rosen, Irvin T., Staunton, Va.  
 Rosenthal, Mrs. Dora A., Cleveland, Ohio.  
 Rosen, Alex, Spartanburg, S.C.  
 Rosenstein, Edith N., Boston, Mass.  
 Rosica, Sebastian J., Buffalo, N.Y.  
 Rosser, Virginia, St. Louis, Mo.  
 Ross, Mary, Olathe, Kans.  
 Roth, Stanley D., Olathe, Kans.  
 Rotter, Paul, New York, N.Y.  
 Royster, Mrs. Margaret W., Danville, Ky.  
 Royster, James F., Danville, Ky.  
 Ruckdeshel, Vera M., Providence, R.I.  
 Ruebel, Mrs. Meribah, Council Bluffs, Iowa.  
 Ruh, Benjamin L., Baton Rouge, La.  
 Rupert, Stanford W., Gooding, Idaho.  
 Russell, Mrs. Jerome, Tucson, Ariz.  
 Russel, Mary Scott, Tucson, Ariz.  
 Ryan, Mrs. M. Kathleen, Buffalo, N.Y.  
 Ryan, Francis L., Buffalo, N.Y.

Ryan, Genevieve M., New York, N.Y.  
 Rybak, John P., Buffalo, N.Y.  
 Samoore, Mrs. Rhoda O., Jacksonville, Ill.  
 Sample, Mrs. Norman L., West Trenton, N.J.  
 Sams, Wilbert, Baton Rouge, La.  
 Sanders, Fank O., Fulton, Mo.  
 Sanders, Kayes D., Portland, Maine.  
 Sanders, Mrs. Lee, Knoxville, Tenn.  
 Sanders, Mrs. Marion P., Portland, Maine  
 Sandin, Mrs. Mabel, Fulton, Mo.  
 Santarossa, Erna, Indianapolis, Ind.  
 Satter, Mrs. Edna, Sioux Falls, S. Dak.  
 Saunders, Nida Tamizin, La Crosse, Wis.  
 Saunders, Truitt, Austin, Tex.  
 Sauser, Letitia, Faribault, Minn.  
 Savage, Julia W., Portland, Maine.  
 Saxe, Mrs. Beulah F., Delavan, Wis.  
 Scanlon, Mrs. Nellie, Romney, W. Va.  
 Scarvie, Mrs. Agnes, Council Bluffs, Iowa.  
 Scarvie, Norman, Council Bluffs, Iowa.  
 Schafer, Mrs. Margaret, Austin, Tex.  
 Schaffer, Barbara, New York, N.Y.  
 Schaub, Lillian, Boston, Mass.  
 Scherlie, Martha, Devils Lake, N. Dak.  
 Schild, Mrs. Adelaide, Salem, Oreg.  
 Schneider, Mrs. Nadine N., Riverside, Calif.  
 Schoenfeld, Jane, Gooding, Idaho.  
 Schoppert, Thelma, Frederick, Md.  
 Schorstein, Florence, West Trenton, N.J.  
 Schow, Mrs. Ben M., Columbus, Ohio.  
 Schulze, Mrs. Gaynelle, Austin, Tex.  
 Schuman, Mrs. Connie, Riverside, Calif.  
 Schunhoff, Dr. Hugo F., Romney, W. Va.  
 Schwartz, Mrs. Tina F., Park Forest, Ill.  
 Schweighart, Mrs. Fred, Little Rock, Ark.  
 Scofield, Harry, Columbus, Ohio.  
 Scouten, Edward L., Washington, D.C.  
 Scott, Ann, Pittsburgh, Pa.  
 Scott, Edward W., Jacksonville, Ill.  
 Scott, Mrs. Elizabeth V., St. Augustine, Fla.  
 Scott, Shirley, Ogden, Utah.  
 Scozzari, Salvatore, White Plains, N.Y.  
 Scribner, Robert W., Morganton, N.C.  
 Seal, Albert G., Baton Rouge, La.  
 Seal, Mrs. Wilmah D., Baton Rouge, La.  
 Seaman, Mrs. Imogene W., Woodbridge, N.J.  
 Searight, Mary Belle, Austin, Tex.  
 Seeger, Julius, Austin, Tex.  
 Seeger, Mrs. Ruth, Austin, Tex.  
 Seguine, Virginia M., Indianapolis, Ind.  
 Selz, Frances, Detroit, Mich.  
 Sellner, Hubert J., Berkeley, Calif.  
 Severance, Arthur, Gooding, Idaho.  
 Severance, Mrs. Dorothy, Gooding, Idaho.  
 Severance, Joe, Gooding, Idaho.  
 Sewell, Mrs. Ila, Cave Spring, Ga.  
 Sexton, Clint C., Indianapolis, Ind.  
 Shafer, Warren J., Columbus, Ohio.  
 Shahan, Polly J., Washington, D.C.  
 Shanholzter, Mrs. Elfrieda, Romney, W. Va.  
 Shanholzter, Norman, Romney, W. Va.  
 Shannon, Mabel, Jackson, Miss.  
 Sheahan, Mary, New York, N.Y.  
 Sheiry, Lillian, Omaha, Nebr.  
 Shellgrain, Evelyn M., Los Angeles, Calif.  
 Shelnutt, Mrs. Freeman, Cave Spring, Ga.  
 Shenehon, Mrs. Patricia M., Minneapolis, Minn.  
 Shinpaugh, Joe R., Staunton, Va.  
 Sheppard, Mrs. Sallie N., Morganton, N.C.  
 Shipley, Mrs. Carolyn, Cave Spring, Ga.  
 Shipman, Eldon E., Romney, W. Va.  
 Shipman, John, Baton Rouge, La.  
 Shippy, Lois A., Fort Wayne, Ind.  
 Sheridan, E. Donald, Salem, Oreg.  
 Sherman, Mrs. Carol, Columbus, Ohio.  
 Sherrill, Wilson W., Morganton, N.C.  
 Shibley, Luther, Little Rock, Ark.  
 Shirley, Oscar W., West Hartford, Conn.  
 Short, Mrs. Harriet, Pittsburgh, Pa.  
 Shouse, William R., Jacksonville, Ill.  
 Siders, Bruce R., Flint, Mich.  
 Siger, Leonard, Washington, D.C.  
 Sigmiller, Mrs. Katherine, Ogden, Utah.  
 Simeone, Sister Rose Cecilia, S.C., Pittsburgh, Pa.  
 Simon, Leota, Omaha, Nebr.  
 Simpson, William M., Morganton, N.C.  
 Sinclair, Mrs. Margaret, Salem, Oreg.  
 Sinclair, Robert A., Los Angeles, Calif.  
 Sinn, Mrs. Nyra E., B.S., Frederick, Md.  
 Sisson, Dean W., Gooding, Idaho.  
 Skidmore, Mrs. Louise, Gooding, Idaho.  
 Skjold, Mrs. LaPreal, Gooding, Idaho.  
 Sladek, Frank, Tucson, Ariz.  
 Slater, Michael F., St. Augustine, Fla.  
 Slover, Mrs. Helen H., Sulphur, Okla.  
 Smallwood, Dorothy, Riverside, Calif.  
 Smith, Mrs. Ada H., Pittsburgh, Pa.  
 Smith, Mrs. Adelaide, Council Bluffs, Iowa.  
 Smith, Mrs. Alice W., Morganton, N.C.  
 Smith, Mrs. Anna C., West Trenton, N.J.  
 Smith, Carolyn, Austin, Tex.  
 Smith, Carl F., Devils Lake, N. Dak.  
 Smith, Christopher, G., Pittsburgh, Pa.  
 Smith, Mrs. Doris H., Rome, N.Y.  
 Smith, Mrs. E. A. Austin, Tex.  
 Smith, Mrs. Elizabeth, Vancouver, Wash.  
 Smith, Mrs. Elizabeth M., Pittsburgh, Pa.  
 Smith, Elvira P., Cave Spring, Ga.  
 Smith, Mrs. Ernestine B., Devils Lake, N. Dak.

Smith, Mrs. Helen E., Lorain, Ohio.  
 Smith, Mrs. Helen N., Berkeley, Calif.  
 Smith, Mrs. Ina, Salem, Oreg.  
 Smith, James, Little Rock, Ark.  
 Smith, Jess M., Knoxville, Tenn.  
 Smith, Mrs. Martha, Little Rock, Ark.  
 Smith, Mrs. Maude H., Spartanburg, S.C.  
 Smith, Myrtle R., Columbus, Ohio.  
 Smith, Mrs. Patsy, Knoxville, Tenn.  
 Smith, Walter, Santa Fe, N. Mex.  
 Snapp, Mrs. Cecelia, Compton, Calif.  
 Snider, Mrs. Maureen, Little Rock, Ark.  
 Snodgrass, Bernard, Columbus, Ohio.  
 Snow, Mrs. Precilla Fuller, West Hartford, Conn.  
 Snyder, Margaret, Flint, Mich.  
 Solano, Mrs. Agnes, St. Augustine, Fla.  
 Solem, Mrs. Berminna, West Trenton, N.J.  
 Sommer, Clarence, E., Faribault, Minn.  
 Sommer, Mrs. Elizabeth B., Faribault, Minn.  
 Sorrells, Elizabeth M., Omaha, Nebr.  
 Sorrells, Gertrude, Council Bluffs, Iowa.  
 Sowell, Mrs. Luda B., Spartanburg, S.C.  
 Sparks, Fred L., Jr., Rome, N.Y.  
 Sparks, Mrs. Hazeline, Rome, N.Y.  
 Spear, Mrs. Erma H., Knoxville, Tenn.  
 Spector, Harold, West Trenton, N.J.  
 Spector, Mrs. Thelma, West Trenton, N.J.  
 Spillman, John F., Providence, R.I.  
 Spence, Mrs. Theresa, Romney, W. Va.  
 Spink, James E., Jacksonville, Ill.  
 Sprague, Mrs. Beatrice, Rochester, N.Y.  
 Spurrier, Mrs. Laura, Berkeley, Calif.  
 Squire, Melvin L., Jackson, Miss.  
 Srnka, John A., Berkeley, Calif.  
 Stabnow, Irving J., Faribault, Minn.  
 Stack, Archie, Vancouver, Wash.  
 Stack, Mrs. Florence, Olathe, Kans.  
 Stack, Mrs. LaVerne, Baton Rouge, La.  
 Stack, Luther, Baton Rouge, La.  
 Stack, Sister Patricia Marie, S.C., Pittsburgh, Pa.  
 Staerker, Raymond, A., Buffalo, N.Y.  
 Stafford, Patricia, Los Angeles, Calif.  
 Stahlem, Mrs. Evelyn M., Los Angeles, Calif.  
 Stanfill, Lester, Indianapolis, Ind.  
 Stanislaus, Sister M. St., C.S.J., Randolph, Mass.  
 Stanley, Mrs. Barbara S., Pittsburgh, Pa.  
 Stanley, Mrs. Irene, Pittsburgh, Pa.  
 Standley, C. Joseph, Jacksonville, Ill.  
 Standley, Mrs. Mary S., Jacksonville, Ill.  
 Stanton, John H., Pittsburgh, Pa.  
 Stanton, Imelda, Memphis, Tenn.  
 Stanton, Mrs. Margaret, Pittsburgh, Pa.  
 Stark, James H., Jacksonville, Ill.  
 Stark, Mrs. Martha I., Jacksonville, Ill.  
 Starkovich, Mrs. Helen, Waltham, Mass.  
 Starr, Anna, Ogden, Utah.  
 Starrett, Mrs. Anne B., Morganton, N.C.  
 Stegemerten, Henry J., M.A.A., Frederick, Md.  
 Stein, Shirley P., Washington, D.C.  
 Stelle, Roy Moore, Colorado Springs, Colo.  
 Stenquist, Mrs. Gertrude M., Water-town, Mass.  
 Stephens, Mrs. Gladys G., Riverside, Calif.  
 Stephenson, Mrs. Wanda, Staunton, Va.  
 Steven, Flora M., Buffalo, N.Y.  
 Stevens, Mary Anne, Portland, Maine.  
 Stevenson, Elwood A., Berkeley, Calif.  
 Stevenson, Mrs. Ruth, Flint, Mich.  
 Stewart, Avis W., Delavan, Wis.  
 Stewart, Mrs. Ellen P., Washington, D.C.  
 Stewart, Larry, Little Rock, Ark.  
 Stine, Mrs. Blanche, Fulton, Mo.  
 Stieve, Doris, Mill Neck, N.Y.  
 Stockdale, Mrs. Lois, St. Augustine, Fla.  
 Stokesbury, Mrs. Jean, Vancouver, Wash.  
 Stokoe, William C., Jr., Washington, D.C.  
 Stone, Pauline M., Jackson, Miss.  
 Stonebraker, Barbara, Romney, W. Va.  
 Stoner, Marguerite, Los Angeles, Calif.  
 Stotts, Joseph E., Vancouver, Wash.  
 Stout, L. Gail, Jr., Indianapolis, Ind.  
 Stovall, Sadie, Beverly, Mass.  
 Stratton, E. Page, Riverside, Calif.  
 Stratton, Mrs. Virginia, Staunton, Va.  
 Stream, Richard W., Jacksonville, Ill.  
 Street, Mrs. Patricia, Dearborn, Mich.  
 Streeter, Helen M., Romney, W. Va.  
 Stricklin, Mrs. Christine, Berkeley, Calif.  
 Strieby, Dorothy R., Delavan, Wis.  
 Strieby, Edward L., Delavan, Wis.  
 Strizver, Mrs. Nancy, West Hartford, Conn.  
 Strong, Ernest C., Talladega, Ala.  
 Struppler, Hazel V., Faribault, Minn.  
 Stuart, Mrs. Patricia, Flint, Mich.  
 Sturtevant, Mrs. Inez C., Lusk, Wyo.  
 Sturdivant, Mrs. Lenora, Jackson, Miss.  
 Suggs, Mrs. Mary, Shreveport, La.  
 Sullivan, Mary Jane, Santa Fe, N. Mex.  
 Sundstrom, Florence, Indianapolis, Ind.  
 Susi, Mrs. Maryalice, Columbus, Ohio.  
 Sutton, Lee Bertha, Knoxville, Tenn.  
 Swain, Mrs. Gertrude Capron, West Hartford, Conn.  
 Swaim, William Dean, Romney, W. Va.  
 Swartz, Mrs. Kate, Austin, Tex.  
 Sweeny, Mrs. Helen, Council Bluffs, Iowa.  
 Sweet, Mrs. Marie, Shreveport, La.

Sword, Mrs. Ruth B., White Plains, N.Y.  
 Sykes, Arthur E., Vancouver, British Columbia.  
 Szajna, Helen, Detroit, Mich.  
 Szopa, Mrs. Marie M., West Hartford, Conn.  
 Szuba, Jennie M., Buffalo, N.Y.  
 Tarins, Jack B., White Plains, N.Y.  
 Tart, Mrs. Frank J., St. Augustine, Fla.  
 Tate, Olen, Talladega, Ala.  
 Tate, Rachel L., Jackson, Miss.  
 Tattersall, Hilda, Vancouver, British Columbia.  
 Taylor, Evelyn L., Knoxville, Tenn.  
 Taylor, Mrs. Gladene P., Raleigh, N.C.  
 Taylor, Mrs. Jean, Salem, Oreg.  
 Taylor, Jerry, Ogden, Utah  
 Taylor, Leonard, Fulton, Mo.  
 Taylor, Lucille M., Delavan, Wis.  
 Taylor, Mrs. Margaret L., West Hartford, Conn.  
 Taylor, Mrs. Myra Jane, Compton, Calif.  
 Taylor, Norman, Columbus, Ohio.  
 Taylor, Mrs. Ruth, B.S., Frederick, Md.  
 Tedford, Mrs. JoAnn, Baton Rouge, La.  
 Tegeder, Robert W., Ogden, Utah.  
 Teitelbaum, Bernard, Pittsburgh, Pa.  
 Tellam, Mrs. Joan, Tucson, Ariz.  
 TenBreck, Catharine, Berkeley, Calif.  
 Tennis, Mrs. Ann, Berkeley, Calif.  
 Tennis, Mrs. Donaldinia, Riverside, Calif.  
 Terauds, Hugo, Santa Fe, N. Mex.  
 Teresita, Sister M., C.S.J., Randolph, Mass.  
 Terr, Arthur, Mill Neck, N.Y.  
 Thatcher, Mrs. Isabelle, Ogden, Utah.  
 Theford, Mrs. Mamie, Sulphur, Okla.  
 Thelma D. Myders, Moline, Ill.  
 Theresia, Sister M., C.S.J., Randolph, Mass.  
 Thomas, Alyce E., Riverside, Calif.  
 Thomas, Charles A., Danville, Ky.  
 Thomas, Mrs. Clara, Fulton, Mo.  
 Thomas, Donald E., Seattle, Wash.  
 Thomas, Mrs. Elizabeth, Columbus, Ohio.  
 Thomas, Mrs. Emily D., San Antonio, Tex.  
 Thomas, Mrs. Florence, Scranton, Pa.  
 Thomas, Wm. Grady, Morganton, N.C.  
 Thomas, Helen, Delavan, Wis.  
 Thomas, Mrs. Johnnie, Sulphur, Okla.  
 Thomason, Jane Marie, Birmingham, Ala.  
 Thomason, Mrs. Katherine W., Morgan-  
 ton, N.C.  
 Thomason, Mrs. Minnie A., Knoxville, Tenn.  
 Thompson, Mrs. Clara, Faribault, Minn.  
 Thompson, George H., Omaha, Nebr.  
 Thompson, Mrs. Louzena, Spartan-  
 burg, S.C.  
 Thompson, Mrs. Marthada, Fulton, Mo.  
 Thomure, Eugene, Sioux Falls, S. Dak.  
 Thoreson, Mrs. Margaret E., Vancouver, Wash.  
 Thorn, Mrs. Ferol M., Jacksonville, Ill.  
 Thornton, William A., Riverside, Calif.  
 Throop, Mrs. Evelyn deC., Rome, N.Y.  
 Thurber, Albert, Ogden, Utah.  
 Thweatt, Mary, Talladega, Ala.  
 Thweatt, Troy, Talladega, Ala.  
 Tibbets, Eleanor, Washington, D.C.  
 Tiberio, Carmen, Spartanburg, S.C.  
 Tiberio, Mrs. Eloise B., Spartanburg, S.C.  
 Tillingshast, Dr. Edward W., Tucson, Ariz.  
 Timer, Jacqueline, Columbus, Ohio.  
 Timmons, Mary, Vancouver, British Columbia.  
 Timney, Mrs. Irene, Tucson, Ariz.  
 Tinley, Mrs. Helen, Council Bluffs, Iowa.  
 Tinsmith, Ernest, White Plains, N.Y.  
 Tisdale, Hope, Austin, Tex.  
 Tittsworth, Laura, Berkeley, Calif.  
 Tollefson, Olaf, Salem, Oreg.  
 Tommeny, Mrs. Jean, Flint, Mich.  
 Toner, Helen A., Riverside, Calif.  
 Tower, Mrs. Janet, Indianapolis, Ind.  
 Townsley, John, Jr., Sulphur, Okla.  
 Tracy, Elizabeth M., Rochester, N.Y.  
 Tracy, Louise, Los Angeles, Calif.  
 Trasko, Carolyn, West Hartford, Conn.  
 Traylor, William C., Jacksonville, Ill.  
 Trhoyevich, Goldie, Faribault, Minn.  
 Trede, Bodil, Devils Lake, N. Dak.  
 Tremaine, Mrs. Mary F., Danville, Ky.  
 Triebert, Mrs. Marjorie M., Morganton, N.C.  
 Triebert, Raymond F., West Hartford, Conn.  
 Trukken, Elaine A., Omaha, Nehr.  
 Tubbs, Mrs. John I., Talladega, Ala.  
 Tuccinardi, Mrs. Norma, Vancouver, Wash.  
 Tuccinardi, Richard, Vancouver, Wash.  
 Tucker, Mrs. Genevieve, Gooding, Idaho.  
 Tully, Norman Lee, Riverside, Calif.  
 Turechek, Armin G., Riverside, Calif.  
 Turechek, Mrs. Elsie B., Riverside, Calif.  
 Turley, Mrs. Eleanor R., Pittsburgh, Pa.  
 Turk, Frank R., Jr., Washington, D.C.  
 Turner, Mrs. Catherine S., Raleigh, N.C.  
 Turner, Lucille, Washington, D.C.  
 Turner, Mrs. Mary P., Cave Spring, Ga.  
 Turpen, Mrs. Lorette G., New York, N.Y.  
 Tuttle, Mrs. Lucile, Los Angeles, Calif.  
 Tuttle, Mrs. Mary B., Morganton, N.C.  
 Twomey, Paulita, West Hartford, Conn.  
 Tyndale, Mrs. Elizabeth, Riverside, Calif.  
 Tyson, Mrs. Theresa D., Baton Rouge, La.  
 Uber, Mrs. Blanche E., Pittsburgh, Pa.  
 Uhlik, Rosemary, New York, N.Y.  
 Ulmer, Thomas, Salem, Oreg.  
 Ulmer, Mrs. Georgia, Salem, Oreg.

Underhill, Mrs. Kathleen P., Morganton, N.C.

Upshaw, C. R., Austin, Tex.

Urbanic, Mrs. Patricia A., Pittsburgh, Pa.

VanCott, Mrs. Daniel, Cave Spring, Ga.

Vann, Elizabeth, Vancouver, Wash.

VanSanten, Mrs. Osie, Salem, Oreg.

Varkados, Mrs. Despo, Vancouver, Wash.

Vassey, Mrs. Rebecca D., Spartanburg, S.C.

Vasnich, Andrew J., Washington, D.C.

Vaughan, Verdry D., Washington, D.C.

Vaughan, Winifred, Rome, N.Y.

Vaught, Mrs. Elizabeth B., Danville, Ky.

Veitch, Evelyn, Oakland, Calif.

Vermillion, Frances F., Terryville, Conn.

Vernon, McCay, Riverside, Calif.

Vernona, Mrs. Ann W., Morganton, N.C.

Virnig, JoAnn, Omaha, Nebr.

Viscardi, Mrs. Grace, New York, N.Y.

Vitz, Martin G., Riverside, Calif.

Vivian, Caroline, Rochester, N.Y.

Vollette, Mrs. Gertrude, Austin, Tex.

Waddy, Hugh, Staunton, Va.

Wade, Sarah L., Cave Spring, Ga.

Wagstaff, Mildred E., Raleigh, N.C.

Wahl, Mrs. Allois W., Jacksonville, Ill.

Wahl, Howard P., Jacksonville, Ill.

Wahl, Lewis, Salem, Oreg.

Wait, Eugene, Knoxville, Tenn.

Walcher, Mrs. Helen, Oklahoma City, Okla.

Waldorf, Mrs. Gladys, Portland, Oreg.

Walker, Arch W., Danville, Ky.

Walker, Mrs. Carease H., Morganton, N.C.

Walker, Mrs. Elizabeth W., Morganton, N.C.

Walker, Mrs. Frances, Knoxville, Tenn.

Walker, Mrs. Hazle S., Racine, Wis.

Walker, Isabelle, Danville, Ky.

Walker, Louise C., Los Angeles, Calif.

Walker, Newton F., Spartanburg, S.C.

Walker, Roger W., Pittsburgh, Pa.

Walker, Mrs. Sallie, Knoxville, Tenn.

Walker, Mrs. Tucker J., Morganton, N.C.

Walker, Dr. William L., Spartanburg, S.C.

Wall, Mrs. Florence, Colorado Springs, Colo.

Wall, Mrs. Hubert, Beverly, Mass.

Wallace, John M., St. Augustine, Fla.

Wallace, Mamie, Staunton, Va.

Waller, Mrs. Lydia A., Honolulu, Hawaii.

Wallis, Mrs. Kennon, Talladega, Ala.

Walter, Mrs. Marion D., Omaha, Nebr.

Walter, Mrs. Vaughan, Omaha, Nebr.

Walters, Wayne D., B.S., Frederick, Md.

Walton, Mrs. Ann B., Morganton, N.C.

Wanamaker, Anne, Belleville, Ontario, Canada.

Wanat, Mrs. Mary V., Buffalo, N.Y.

Warber, Mrs. Jessie E., Morganton, N.C.

Ward, Mrs. Erin, Knoxville, Tenn.

Ward, Herschel R., Knoxville, Tenn.

Ward, Mrs. Mildred, Brattleboro, Vt.

Ward, Sandra S., Riverside, Calif.

Ward, Mrs. Sara, Knoxville, Tenn.

Ward, Virginia, Danville, Ky.

Ware, J. R., Cave Spring, Ga.

Ware, Mrs. Sarah, Cave Spring, Ga.

Warren, Lawrence, Baton Rouge, La.

Warren, Mrs. Mozelle, Austin, Tex.

Wartenberg, Rudolf, Berkeley, Calif.

Wasell, Mrs. Irene T., Los Angeles, Calif.

Waters, Florence, Washington, D.C.

Watrous, Elizabeth J., Morganton, N.C.

Watts, Mrs. Jo Deeter, Spokane, Wash.

Waughman, Mrs. Jane, Pittsburgh, Pa.

Wayt, Mrs. Julie H., Morganton, N.C.

Weaver, Alma R., Talladega, Ala.

Weaver, Mrs. Edith, Staunton, Va.

Weaver, Madeline M., Rochester, N.Y.

Weber, Catherine A., Jacksonville, Ill.

Webster, Adelaide C., Rochester, N.Y.

Weidner, Eunice P., Mill Neck, N.Y.

Weinberg, Sara R., Riverside, Calif.

Weingarten, Mrs. Joan, White Plains, N.Y.

Welling, Mrs. Jean, Ogden, Utah.

Wells, Mrs. Opal, Edgewood, Pittsburgh, Pa.

Wendell, Lila I., Portland, Maine.

West, Mrs. Angeleen, Austin, Tex.

West, Fred E., Jr., Knoxville, Tenn.

West, Mrs. Ruth, Knoxville, Tenn.

Westervelt, Margaret, Columbus, Ohio.

Westling, Tyra Melvia, Tacoma, Wash.

Wetzel, Eleanor B., Washington, D.C.

Wheeler, Mrs. Leota, Columbus, Ohio.

Whisman, Charles, Indianapolis, Ind.

White, Mrs. Agnes B., Danville, Ky.

White, Cary A., St. Augustine, Fla.

White, Mrs. Catherine, Vancouver, Wash.

White, Mrs. F., Austin, Tex.

White, Mrs. Marianna N., Washington, D.C.

White, Maurice, Vancouver, Wash.

White, Ralph, Austin, Tex.

White, Mrs. Rosalie, St. Augustine, Fla.

White, Vivian, Jackson, Miss.

Whitesides, Virginia, Devils Lake, N. Dak.

Whitley, Mrs. Sarah W., Morganton, N.C.

Whitworth, Jimmy, Cave Spring, Ga.

Whitworth, Mrs. Shirley, Cave Spring, Ga.

Wholey, Janice E., West Hartford, Conn.

Wieland, Sister Rose Gonzaga, Pittsburgh, Pa.

Wicoff, Jean, West Trenton, N.J.

Wierk, Frederick B., West Hartford, Conn.

Wierk, Mrs. Myrtle V., West Hartford, Conn.  
 Wiggam, Mrs. E., Austin, Tex.  
 Wiggin, Mrs. Ruth, Vancouver, Wash.  
 Wilbur, Elizabeth J., Portland, Maine.  
 Wilcox, Gordon, Faribault, Minn.  
 Wilcoxson, William C., Berkeley, Calif.  
 Wildt, Gertrude, West Hartford, Conn.  
 Wilkins, Mrs. Aileen M., Portland, Maine.  
 Wilkins, Booker T., Spartanburg, S.C.  
 Wilkins, Frances M., New York, N.Y.  
 Wilkinson, Blanche, Spartanburg, S.C.  
 Wilkinson, Donald, Santa Fe, N. Mex.  
 Wilkinson, Mattie L., Jackson, Miss.  
 Willcoxon, Dorothy, Austin, Tex.  
 Williams, Mrs. Charles, Beverly, Mass.  
 Williams, Eva I., Jacksonville, Ill.  
 Williams, Mrs. Fern, Berkeley, Calif.  
 Williams, Mrs. James, Austin, Tex.  
 Williams, Mrs. Jane C., Morganton, N.C.  
 Williams, Helen P., Delavan, Wis.  
 Williams, Laura, Jackson, Miss.  
 Williams, Lucille, Austin, Tex.  
 Williams, M. Marguerite, Salt Lake City, Utah.  
 Williams, Marjorie M., Boston, Mass.  
 Williams, Mary Lee, Austin, Tex.  
 Williams, Mrs. Nadine E., Staunton, Va.  
 Williams, Nancy, Columbus, Ohio.  
 Williams, Mrs. Sarah M., Portland, Oreg.  
 Williams, Mrs. Stella, New York, N.Y.  
 Williams, Mrs. Walker R., Portland, Oreg.  
 Williamson, James E., St. Augustine, Fla.  
 Williamson, Mrs. Kathryn, Berkeley, Calif.  
 Willingham, Mrs. B., Austin, Tex.  
 Willis, Arthur B., Berkeley, Calif.  
 Willis, Charles Franklin, Knoxville, Tenn.  
 Willis, Mrs. Shirley, New York, N.Y.  
 Willis, Mrs. Viola, Spartanburg, S.C.  
 Willis, H. J., Austin, Tex.  
 Wilson, Anne, Devils Lake, N. Dak.  
 Wilson, Mrs. Blanche, Staunton, Va.  
 Wilson, Sylvia Elaine, Edgewood, Pittsburgh, Pa.  
 Wilson, Mrs. Frances, Staunton, Va.  
 Wilson, Grace E., Birmingham, Ala.  
 Wilson, Mrs. Helen, Staunton, Va.  
 Wilson, Kenneth L., Jacksonville, Ill.  
 Wilton, Mrs. Mae, Baton Rouge, La.  
 Wiltse, Lyle, Devils Lake, N. Dak.  
 Wingo, Mrs. Annie C., Spartanburg, S.C.  
 Winchester, Mrs. DeLaine B., Morgan-  
 ton, N.C.  
 Winkler, Mrs. Maude H., Tucson, Ariz.  
 Winter, Mrs. Pauline, Fulton, Mo.  
 Wise, Maybelle, Columbus, Ohio.  
 Wisher, Peter R., Washington, D.C.  
 Woebke, John E., Staunton, Va.  
 Woerner, Mrs. Mary, Great Falls, Mont.  
 Wohlstrom, Elvira C., Frederick, Md.  
 Wolach, Marvin, Santa Fe, N. Mex.  
 Wolf, Benjamin R., Riverside, Calif.  
 Wolf, Mrs. Edna L., Berkeley, Calif.  
 Wolfram, Mrs. Esta, Omaha, Nebr.  
 Wolke, Mary E., Jacksonville, Ill.  
 Wonder, Guy, Vancouver, Wash.  
 Wood, Frederick, Omaha, Nebr.  
 Wood, Mrs. Gladys, Knoxville, Tenn.  
 Wood, Mrs. Margaret, New York, N.Y.  
 Wood, Wilbur, Knoxville, Tenn.  
 Woodrick, Bill, Jackson, Miss.  
 Woodrick, Irvan L., Berkeley, Calif.  
 Woodrum, Mrs. Dorothy, Staunton, Va.  
 Woods, Ruth, Detroit, Mich.  
 Woofter, Herbert R., Washington, D.C.  
 Wooldridge, Mrs. Lillian G., Jackson-  
 ville, Ill.  
 Woolley, Melba, Ottawa, Canada.  
 Worling, Dorothy, Beverly, Mass.  
 Wright, Mrs. Adele, West Trenton, N.J.  
 Wright, Mrs. Avis, Staunton, Va.  
 Wright, Mrs. Beverly S., Minneapolis,  
 Minn.  
 Wright, H., Austin, Tex.  
 Wright, Mrs. Isabella, Salem, Oreg.  
 Wrona, Mrs. Elizabeth J., Buffalo, N.Y.  
 Wymore, Mrs. Pauline, Council Bluffs,  
 Iowa.  
 Wynne, Mattie K., Staunton, Va.  
 Yates, Mrs. Annabel, Staunton, Va.  
 Yates, Arthur, Jacksonville, Ill.  
 Yates, Fred, Staunton, Va.  
 Yates, Mrs. Margaret Frederick, Md.  
 Yeaman, Mrs. Doria, Knoxville, Tenn.  
 Yoder, Adolphus, Flint, Mich.  
 York, Maud, Talladega, Ala.  
 Young, Mrs. Annette, Riverside, Calif.  
 Young, Beverly, Riverside, Calif.  
 Young, Mrs. Frances San Diego, Calif.  
 Young, Mrs. Sally, Olathe, Kans.  
 Youngers, Mrs. Retta, Riverside, Calif.  
 Youngers, R. T., Sulphur, Okla.  
 Youngs, Joseph P. Jr., Berkeley, Calif.  
 Yowell, Emily, West Hartford, Conn.  
 Zieske, Paul, Flint, Mich.  
 Zimmerman, Mrs. Mildred, Frederick,  
 Md.  
 Zink, Henry, Riverside, Calif.  
 Ziskowski, Julia, West Hartford, Conn.  
 Zobel, Emilie, Staunton, Va.  
 Zudlick, Mrs. Mary Dearborn, Mich.  
 Zumbrun, Mrs. Ann, Berkeley, Calif.  
 Zwick, Leonard, Rochester, N.Y.

**OF THE DEAF**

**ARTICLE I. NAME**

This association shall be called the Convention of American Instructors of the Deaf.

**ARTICLE II. OBJECTS**

The objects of this association shall be:

First. To secure the harmonious union in one organization of all persons actually engaged in educating the deaf in America.

Second. To provide for general and local meetings of such persons from time to time, with a view of affording opportunities for a free interchange of views concerning methods and means of educating the deaf.

Third. To promote by the publication of reports, essays, and other writings, the education of the deaf on the broadest, most advanced, and practical lines, in harmony with the sentiments and practice suggested by the following preamble and resolutions unanimously adopted by the convention in 1886 at a meeting held in Berkeley, Calif.:

"Whereas the experience of many years in the instruction of the deaf has plainly shown that among members of this class of persons great differences exist in mental and physical conditions and in capacity for improvement, making results easily possible in certain cases which are practically and sometimes actually unattainable in others, these differences suggesting widely different treatment with different individuals: It is therefore

"Resolved, That the system of instruction existing at present in America commends itself to the world for the reason that its tendency is to include all known methods and expedients which have been found to be of value in the education of the deaf while it allows diversity and independence of action and work at the same time, harmoniously aiming at the attainment of an object common to all; and be it further

"Resolved, That earnest and persistent endeavors should be made in every school for the deaf to teach every pupil to speak and read from the lips, and that such efforts should be abandoned only when it is plainly evident that the measure of success attained does not justify the necessary amount of labor: *Provided*, That the children who are given to articulation teachers for trial should be given to teachers who are trained for the work, and not to novices, before saying that it is a failure: *And provided further*, That a general test be made and that those who are found to have sufficient hearing to distinguish sound shall be instructed orally."

Fourth. As an association to stand committed to no particular theory, method, or system, and adopting as its guide the following motto: "Any method for good results; all methods, and wedded to none."

**ARTICLE III. MEMBERS**

SECTION 1a. All persons actively and directly engaged in the education of the deaf in the United States and Canada may enjoy all the rights and privileges of membership in the association upon payment of the required fees and agreeing to this constitution.

Sec. 1b. Persons engaged in fields of endeavor closely related to the education of the deaf, and persons actively engaged in the education of the deaf in foreign countries, may become associate members of the association upon payment of the required fees and agreeing to the constitution.

Sec. 1c. "Associate members" shall enjoy all the rights and privileges of membership except those of voting and holding office.

Sec. 2. A member or former member of the association who has retired from active service may continue his membership with all the rights and privileges except those of holding office upon payment of the required fees and agreeing to this constitution.

Sec. 3. Eligibility of applicants for membership shall be determined by the standing executive committee and reported to the association.

XXXVI      THIRTY-NINTH MEETING OF THE CONVENTION

SEC. 4. Each person joining the association shall pay annual dues of \$2.

SEC. 5. In addition to the annual dues, a registration fee shall be paid by each member registered at each regular meeting of the association. The amount of this fee shall be determined by the standing executive committee. Nonmembers attending the regular meetings of the association shall pay the required registration fee.

SEC. 6. Applications for membership must be made to the treasurer, who will receive all membership fees and dues. If there is a question about the eligibility of an applicant for membership, the treasurer shall refer the application to the standing executive committee. All privileges of membership are forfeited by the nonpayment of dues.

ARTICLE IV. OFFICERS

SECTION 1. At each general meeting of the association there shall be elected by ballot a president, first vice president, second vice president, secretary, treasurer, and three directors. With the immediate past president, these nine persons will form the standing executive committee of the convention. They shall continue in office until the close of the convention program at which their successors are elected, and shall have power to fill vacancies occurring in their body between general meetings.

SEC. 2. The president, with the concurrence of the executive committee, shall designate such sections as seem advisable for the functioning of the association and shall appoint the section leaders thereof.

SEC. 3. The general management of the affairs of the association shall be in the hands of the standing executive committee, subject to the provisions of such bylaws as the association shall see fit to adopt.

SEC. 4. All officers and members of committees must be active members of the association in regular standing.

SEC. 5. The standing executive committee shall make a full report at each general meeting of all the operations of the association, including receipts and disbursements of funds, since the preceding meeting.

ARTICLE V. MEETINGS

SECTION 1. General meetings of the association shall be held biennially, but the standing executive committee may call other general meetings at their discretion.

SEC. 2. Local meetings may be convened as the standing executive committee and the committees on local meetings shall determine.

SEC. 3. Proxies shall not be used at any meeting of the association, but they may be used in committee meetings.

SEC. 4. Notice of general meetings shall be given at least 4 months in advance and notice of local meetings at least 2 months in advance.

SEC. 5. The business of the association shall be transacted only at general meetings, and at such meetings 100 voting members of the association must be present to constitute a quorum.

ARTICLE VI

In the first election of officers held under the provisions of this constitution, said election occurring immediately after its adoption, all duly accredited active members of the 14th meeting of the Convention of American Instructors of the Deaf shall be entitled to vote, said members making payment of their membership fees to the treasurer at the earliest practicable opportunity after he shall have been elected.

ARTICLE VII. AMENDMENTS

This constitution may be amended by an affirmative vote of two-thirds of the members present at any general meeting of the association: *Provided*, That at such meeting at least 150 voting members of the association shall be present.

ARTICLE VIII

Devises and bequests may be worded as follows: "I give, devise, and bequeath to the Convention of American Instructors of the Deaf, for the promotion of the cause of the education of the deaf, in such manner as the standing executive committee thereof may direct," etc.; and if there be any conditions, and "subject to the following conditions, to wit":

Lloyd  
Robe  
Willi  
Melv  
John  
Gibe  
Mrs.  
Mary  
W. L  
Barry  
Charl  
Tomm  
Glenn  
Lloyd  
Ralph  
Ben F  
Doris  
Kenne  
Lillian  
Maxim  
Mildre  
E. W.  
R. M.  
Willia

### INTERPRETERS

Kenneth F. Huff, superintendent, Wisconsin School for the Deaf, chairman

Lloyd A. Ambrosen, Maryland  
Robert T. Baughman, Kentucky  
William A. Blea, Riverside, Calif.  
Melvin H. Brasel, Arkansas  
John L. Caple, Georgia  
Gilbert Delgado, Berkeley, Calif.  
Mrs. W. L. Fair, Indiana  
Mary Hill Garman, Oregon  
W. Lloyd Graunke, Tennessee  
Barry Griffing, Riverside, Calif.  
Charles B. Grow, Kentucky  
Tommy L. Hall, Oklahoma  
Glenn I. Harris, Montana  
Lloyd A. Harrison, Missouri  
Ralph L. Hoag, Arizona  
Ben Hoffmeyer, North Carolina  
Doris Hudson, Arizona  
Kenneth F. Huff, Wisconsin  
Lillian R. Jones, Louisiana  
Maxine Clare Maddox, Kansas  
Mildred Maddox, Kansas  
E. W. Marshall, Berkeley, Calif.  
R. M. McAdams, North Carolina  
William J. McClure, Indiana

Floyd J. McDowell, Montana  
Viola McMichen, Georgia  
William M. Milligan, Texas  
Lloyd Parks, Kansas  
Roy G. Parks, Arkansas  
Howard M. Quigley, Minnesota  
William E. Ransdell, Wisconsin  
J. E. Harold Ratal, Riverside, Calif.  
Edward Reay, Idaho  
Stanley D. Roth, Kansas  
Hugo Schunhoff, West Virginia  
Ed Scouten, Gallaudet  
Polly Shahan, Kendall  
Eldon E. Shipman, West Virginia  
John Shipman, Louisiana  
Joe R. Shimpbaugh, Virginia  
Fred L. Sparks, Central New York  
Mrs. Palline M. Stone, Mississippi  
Edward L. Strieby, Wisconsin  
Rachel L. Tate, Mississippi  
Armin G. Turechek, Riverside, Calif.  
Mrs. Mary Youngs, Berkeley, Calif.  
Joe Youngs, Berkeley, Calif.

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REPORT OF THE PROCEEDINGS  
OF THE

THIRTY-NINTH MEETING OF THE CONVENTION OF  
AMERICAN INSTRUCTORS OF THE DEAF, HELD AT  
THE COLORADO SCHOOL FOR THE DEAF, COLORADO  
SPRINGS, COLO., JUNE 28-JULY 3, 1959

PROGRAM, SUNDAY, JUNE 28, 1959

1:00-5:00: General registration.

3:00: Training meeting of all section leaders and workshop chairmen, Gottlieb School Auditorium.

8:00: Opening general session, gymnasium. Dr. Edward R. Abernathy, president, presiding.

Invocation: Dr. Homer E. Grace, All Souls Chapel for the Deaf, St. Mark's Church, Denver, Colo.

Address of Welcome: Mr. Roy M. Stelle, superintendent, Colorado School.

Greetings from the State of Colorado: Walter D. Baker, secretary-treasurer, board of trustees, Colorado School for the Deaf and Blind.

Greetings from the city of Colorado Springs: Mayor William C. Henderson.

Reports from International Congress at Manchester, England:

Dr. Edward R. Abernathy, president of convention.

Miss Alyce Thomas, representative of hearing teachers.

Mr. W. T. Griffing, representative of deaf teachers.

Remarks on convention program: Dr. Richard G. Brill, program chairman.

Announcements: Mr. Roy M. Stelle.

Reception: On the campus.

Interpreters: Barry Griffing, William J. McClure, Stanley D. Roth.

Dr. ABERNATHY. This is the opening session of the 39th biennial meeting of the Convention of American Instructors of the Deaf. The convention will please come to order. The invocation will be given by Dr. Homer E. Grace, All Souls Chapel for the Deaf, St. Mark's Church, Denver.

Dr. GRACE. O God, Who art the goal of all knowledge and the source of all truth, Who dost lead mankind toward Thyself along the paths of discovery and learning, direct with Thy wise spirit the work of this convention in its deliberations. Especially we pray for those who have the task of guiding the deaf children, committed to their care, along the difficult path of learning. Give them insight into the needs of those whom they teach, humility to learn from their traditions, and wisdom to combine the old with the new. Above all, give them grace and beauty of life without which all knowledge is vain. Through Jesus Christ, our Lord. Amen.

Dr. ABERNATHY. The first order of business is the approval of the program as prepared under the direction of the program chairman as the official program for the convention. May I have a motion adopting this program as the official program for the 39th biennial convention.

(Motion was made and duly seconded.)

Dr. ABERNATHY. All in favor will please raise their hands. Opposed? It is adopted, and, Dr. Brill, you may be relieved and can go ahead with the program. It is now my pleasure and duty to present our good host, who has spent these many months preparing for this convention which we know you are all going to enjoy. Without further ado I am going to turn the meeting over to Roy Stelle.

#### ADDRESS OF WELCOME

(ROY STELLE, superintendent, Colorado School)

Mr. President, members of the convention, and visitors, it is certainly a pleasure for me to be the host superintendent and, in the name of the Colorado School for the Deaf and the Blind, to have the opportunity to extend to you a most hearty welcome to this the 39th meeting of the Convention of American Instructors of the Deaf.

We have been looking forward to this meeting for 2 years and we have really enjoyed the preparations of putting our campus in order for this convention.

We are fortunate, here in Colorado and in Colorado Springs, of having many natural beauties that need no preparation. This is also a very special year in the history of Colorado, being the 100th anniversary of the year that gold was discovered in the spot that was to become Denver.

I also wish to welcome the Conference of Executives of American Schools for the Deaf, who are meeting here in conjunction with the convention, and would like to recognize Mr. Marshall Hester, president of the Conference of Executives of American Schools for the Deaf, at this time.

I do want to take the opportunity at this time of recognizing and thanking the various committees here at the school, who have worked so hard on the various phases of the convention, and without whom it would have been impossible to have made the necessary preparations. This school has had many illustrious leaders in our profession in the past. There was John Ray, D. C. Dudley, W. K. Argo, Thomas S. McAloney, and, more recently, my predecessor, Dr. Alfred L. Brown. Dr. and Mrs. Brown are here, and I would like to recognize them at this time. [Applause.]

Your stay here at the school will be brief. We have much to do, and I know your program chairman and his section leaders have worked hard preparing a new type of program for this convention.

We want everyone to feel at home, and when the week is over we hope that you will have gained something, as I know we will have something pleasant to remember for your having been here.

At this time I would like to introduce the secretary-treasurer of the board of trustees of this school, who, in behalf of the board, and in behalf of the State of Colorado, wishes to welcome you here this evening. Mr. Walter D. Baker.

#### GREETINGS FROM THE STATE OF COLORADO

(Mr. WALTER D. BAKER, secretary-treasurer, board of trustees, Colorado School)

Mr. Stelle, Dr. Abernathy, and delegates to the Convention of American Instructors of the Deaf, first of all, I would like to bring you greetings from the board of trustees of this great institution, and

also greetings from the State of Colorado and its Governor who, as you may have heard, is sojourning in Russia. I assure you that this is a willing trip.

I feel very humble, first of all, in trying to represent the board of trustees of this school and before such a great organization as I am appearing before tonight. I know that this organization is composed of highly trained people—I would like to say, dedicated technicians.

I, of course, would not presume that I could represent the Governor any more than to pinch-hit for him, so I am just a pinch-hitter, and I am sure you won't expect a home run because all pinch-hitters don't hit home runs.

I feel very humble in the part that I play as a board member and as an individual in the training of the deaf. We have a great school here. We are very proud of it. Of course, its fine personnel makes it what it is. The buildings alone certainly would not make a school. Our physical property is very good. I am sure that some of you come from places and schools that have better physical property. I am sure that some of you come from schools that don't have as good. We feel, as board members, and I particularly feel, as a board member, that it is our duty to provide good physical property for this institution, and we also provide the right kind of atmosphere or environment. It is not easy sometimes to do this. Not everyone understands the needs of those who have such handicaps. Some, of course, are not interested, but maybe they are interested, but only mildly. Our theory is that money spent today in the training of these handicapped is money saved in support at a later date, and what a dividend there is in being able to provide your own support. That is a great feeling.

I must tell you something about our school. It was organized in April 1874. Colorado was yet a Territory. I am not sure whether we were a part of Kansas, or Kansas was a part of us. We became a State, I believe, in August of 1876. At that time the Governor of the Territory was Governor McCook. The founder of this school was John Kennedy. He came here from Kansas and I understand that he had three deaf children. Its first name was the Colorado Institute for the Education of Deaf Mutes. In 1883 we added to this the blind department, and may I apologize here if I refer to it sometimes as the deaf and blind in speaking to you. Our first appropriation, so far as we can find out, was \$5,000 for running the school. At the beginning of the term the first year we had seven students. We now have 202 and there are 128 in the deaf department. Our appropriation this year is something over \$500,000. Our improvement fund is something over \$266,000. Now it wasn't easy, as the superintendent will tell you, to obtain this \$266,000. They actually acquired this by the sale of some school land that the school got many years ago. We sold it for something near \$300,000. The first quarters of the school were in an old frame house somewhere near where the Alamo Hotel is now situated. We moved from that to the 10-acre tract here that Colorado Springs gave to the school. They later gave us some more ground. If we had been wise we would have tried to provide for even more ground. We have grown as you can tell by these figures. We hope to continue to grow, not that I want to see more handicapped children, but we want to grow to meet the needs of the future. We want to be big enough and good enough to meet those needs.

May I say again that you have a great organization. I am sure that you had a very small beginning. Now I understand your membership runs something around 2,500. I am sure that this organization has kept pace with the changing needs. It is wonderful to have such an organization. This is a pool for knowledge and everyone contributing, and everyone can take out more than they put in. This is not like a bank. You can only take out of a bank what you put in, but in this kind of an institution, when you think about it, you can also take out more than you put in. This is a part of our American way of life. You gather here to renew old acquaintances and to have a good time and to exchange ideas and to return to your jobs and be able to better carry on.

We have come a long way. Even business now knows that it pays to cooperate. Today competitors are friends. They exchange ideas. Many business conventions are held throughout the country and people spend money to go there to contribute something to the cause, because they know they will also carry something away.

May I reiterate that you have a great organization. We salute you and greet you as trained dedicated technicians in your field of training the deaf. This is a great work. We are honored to have you with us. We are honored that you chose our city as your convention site. The board of trustees and the Governor of the great State of Colorado, through me, extend to you our hearty welcome. May your stay with us be both enjoyable and profitable. Thank you very kindly. [Applause.]

Mr. STELLE. I have been asked to introduce our next speaker on the program, the mayor of Colorado Springs, William C. Henderson.

#### GREETINGS FROM THE CITY OF COLORADO SPRINGS

(WILLIAM C. HENDERSON, mayor)

Dr. Abernathy, Dr. Grace, Mr. Stelle, distinguished visitors and friends, in behalf of the city of Colorado Springs, it is a distinct pleasure to welcome you to this, your 39th biennial meeting of the Convention of American Instructors of the Deaf.

We sincerely hope that you will enjoy your stay in Colorado Springs to such an extent that you will want to return in the not too distant future. We think we have here in the Pikes Peak region more points of interest within a few minutes drive than almost any area in the United States. No doubt some of you Californians will want to take exception to that, not to mention the Texans. We do have the Garden of the Gods, Cheyenne Mountain, Will Rogers Shrine, the Gold Camp, Manitou Springs, the cog railroad to the top of Pikes Peak, and the automobile highway, also, the pride of the Rockies, as well as the Nation, the Air Force Academy north of Colorado Springs. We have many other things all too numerous to enumerate.

I would like to say if there is anything that we of the city of Colorado Springs can do to make your stay more enjoyable while you are here, please feel free to call upon us. Thank you.

Dr. ABERNATHY. Mr. Stelle, we appreciate the good work that has been going on to make this convention a success, and Mr. Baker, we appreciate your kind words on behalf of the board of trustees and the Governor, and, Mr. Henderson, we are impressed by the beauty of Colorado Springs.

Next we come to the reports on Manchester. I have a brief report I will give first, and then you will have two more reports.

#### REPORT FROM INTERNATIONAL CONGRESS AT MANCHESTER, ENGLAND

(Dr. EDWARD R. ABERNATHY, superintendent, Ohio School, Columbus)

Since the Knoxville convention 2 years ago, your association has been represented in several conferences and an international meeting. The international meeting was the Manchester congress which will be reported in some detail. I shall pass over the conferences with only brief mention.

We were represented at two meetings of the Interagency Relations Committee; once by your president on a matter of Federal legislation; at the other, by Dr. Boatner on support of captioned films.

In his two conferences called by Secretary Flemming, Department of Health, Education, and Welfare, we were represented by Mr. Ambrosen. In one of these it was suggested that a committee be sponsored to chart studies on rehabilitation efforts for the deaf. In general terms this was Mr. Ambrosen's recommendation and subsequently he has been asked to assist in the forming of such a committee. Mr. Ambrosen also represented the convention at a conference held by the Office of Vocational Rehabilitation and the Division of Special Services.

We participated in a conference called by Secretary Flemming on national trends, needs, and problems in the education of exceptional children. The critical shortage of trained teachers of the deaf was detailed.

Dr. Cloud represented the convention in two important matters. One of these was in connection with the contemplated Federal legislation for scholarships to teachers of the deaf. This legislation is being actively promoted by Dr. George Pratt and Mr. Evan Johnson of the Clarke School. Dr. Cloud pledged our support. Dr. Cloud also served as the convention representative in the matter of the 1960 White House Conference. He is so registered in the office of the Council of National Organizations on Children and Youth.

We appreciate their services and we thank Dr. Cloud, Mr. Ambrosen, and Dr. Boatner for so ably representing the convention.

Interest tonight is focused on the reports of the representatives of your association who attended the International Congress on the Modern Educational Treatment of Deafness, held in Manchester University, Manchester, England, July 15 to 23, 1958.

The congress was attended by over 1,000 persons from some 40 countries. There was a large contingent from the United States—more than 100. The presidents of the three main organizations in the United States—the convention, the conference, and the A. G. Bell Association—were there, as was also the president of Gallaudet College. Speaking personally, I wish to express my appreciation for the privilege of attending the congress as one of your representatives.

Your executive committee which conducts the interim business of the convention carefully deliberated the matter of sending representatives to the congress. The committee decided, in full agreement, to send two teachers and the president. A committee consisting of Mr.

Roth, chairman, Dr. Elstad, Mr. Lane, Mr. Leard, and Dr. Schunhoff did a thorough job and are to be thanked for screening teacher nominees. The panel they recommended was considered by the executive committee meeting as a whole in a telephone conference. As a result Miss Alyce Thomas of the Riverside School and Mr. W. T. Griffing of the Oklahoma School were selected. They will presently give their reports.

As I saw it, the Manchester congress was a meeting of several services involved in the education of the deaf child—the otologist, the pediatrician, the psychologist, the audiologist, and the teacher. The inclusion of the word "treatment" in the title of the congress was significant. Many of the papers, particularly during the first two days, were highly technical. The cooperation between these allied specialists and the teacher is much more marked in England than in the United States. The teacher represents one service on the team. The participation of these specialists along with the teacher was an integral part of the congress. The medical people and the research people not only gave papers but stayed throughout the congress. The congress was for all of these people, including teachers. This is the English approach. Here in the United States our meetings on the education of the deaf are mainly devoted to the teaching service; the participation of other services such as that of the otologist is incidental. In our convention we do have a research section and no one doubts its value. Possibly we should make more provision for other allied services in a joint approach to the education of the deaf. We would not, however, find a program such as that at Manchester acceptable for our convention. While the Manchester congress did have meetings of basic interest to teachers, these did not predominate. A number of teachers—and these constituted the large majority of those in attendance—felt their classroom problems did not receive sufficient consideration. Technical scientific advances often require considerable time before they can be applied to classroom procedures. Understandably, teachers want the emphasis on meetings from which they can take home values they can use in their classrooms. This does not deny the value of the scientific papers that were given nor the contributions made by research and medical people. But it did result in a limitation on matters of classroom interest and there was not the broad participation by those of differing educational philosophies that one might well expect in an international congress.

You will be interested to know that six representatives from the Ministry of Education attended the congress throughout the meetings. On two occasions they entertained representatives from the United States. We urged them to visit schools in this country. Recently three of these men made an extensive trip through the United States and Canada visiting various types of schools.

The next international congress is tentatively scheduled to meet in Washington, D.C., in 1963, by invitation of Dr. Elstad. This will be a meeting in which our convention will be a major participant.

It is now my privilege to present the two teachers who attended the Manchester congress as your representatives. The first of these is Miss Alyce Thomas of the Riverside School. I take pleasure in presenting Miss Thomas.

**INTERNATIONAL CONGRESS ON THE MODERN EDUCATIONAL  
TREATMENT OF DEAFNESS**

(Miss ALYCE THOMAS, supervising teacher, California School, Riverside)

It was England in the summer of 1958. And with due apologies throughout to Henry Van Dyke—

Manchester was the congress town; there were teachers from everywhere; The university was the meeting place, with words of wisdom in the air; And it was great to meet the people, with problems same as mine. But when it comes to conventions, I'll take ours anytime.

It was indeed a great privilege and honor to be one of your representatives at the International Congress on the Modern Educational Treatment of Deafness. I would like to take this opportunity to express a sincere and warm "thank you" to all of you who had a part in my selection.

I thoroughly enjoyed the congress. I didn't have a demonstration to worry about nor any paper to think about and as a result no "butterflies" in my stomach. But I can't say that about tonight.

Inasmuch as I am so limited in time, I'm sorry I won't be able to tell you ladies about all the unusual hair styles and fashions that I saw, nor will I be able to tell you men about all the cute girls I met. I'll just have to confine my remarks to the congress proper.

The Congress, as its name implied, was international in scope. There were 40-some countries represented with Great Britain, naturally, having the largest representation; the United States having the next largest.

The physical setup of the Congress was very similar to our conventions of the past. We registered; we had general meetings; some demonstrations, a few sectional meetings and some social events.

At the general meetings there were some very formal papers, all of which were quite scientific, well organized and equally well presented. They were all read in English. A few summaries were handed out in French and German. The topics were mainly in the areas of the acoustics of speech, aetiology, and pathology of deafness and the assessment of hearing. These were geared, I felt, not to the classroom teacher but to the various specialists and related specialists in our field. These meetings differed somewhat from our general meetings. There were no interpreters, as there were so few deaf people in the audience and the few, other than our own Mr. Griffing, were not accustomed to interpreters. We had merely "stretch breaks" rather than "coffee breaks" which in turn did not allow much time for small groups to gather outside. And I don't believe there were the number of headmasters, directors, or superintendents trying to interview teachers. Maybe there were, and I just didn't realize it because the faces were not familiar.

The sectional meetings dealt with topics such as hearing aids—their use, benefit, fitting, and design—as well as auditory training, the teaching of speech or spoken language, and deaf children with additional handicaps. This material was all presented in the form of papers. These, however, dealt with problems more directly concerned with the classroom teacher, but they said nothing about teaching those children who could not progress satisfactorily in an oral

atmosphere; nor did they mention any approach other than the oral approach.

The demonstrations were of two types, live and those on closed-circuit television. I shall discuss briefly the live demonstrations. One was the "sound-perspective method" being used to educate children in the Institute of the Deaf, St. Michielsgestel, Holland. The first part of this demonstration presented the connection between teaching language and teaching music, as well as the use of the blow organs to develop breath control and relate musical training to speech and language. The blow organ was a miniature organ working on the principle of a piano accordian. However, instead of bellows being used for the air pressure, the children blew through a mouthpiece and tube to produce the air pressure. This tube was held with the left hand and the keyboard was played with the right hand. The speech was very good. Of course, I did not understand Dutch but the voice quality and articulation were excellent. The second part consisted of dances and ballets. This demonstrated sound perception either by vibration or hearing. The facial expressions and body movements were well executed. It was very evident that the children understood the story being enacted in the dances. The most amazing part of this demonstration was the appearance of Sister Irena on the stage whenever a child got the least bit out of step with the music. Of course the whole point of the procedure would have been lost had she not stopped the children.

The other live demonstration was given by students from the Royal School of Manchester. The purpose of this demonstration was to show the freedom of movement enjoyed by children when using the inductance loop hearing aid. This group presented some rhythmic drills and folk dances.

I was very much impressed by the program presented by closed-circuit television. This was an excellent way to give a classroom demonstration and keep the classroom atmosphere and still have a large audience be able to hear and understand the children's speech. The testing procedure used on young babies by Dr. and Mrs. Ewing was also presented by closed-circuit television.

The social functions were much the same as those we have at our conventions with the exception that they were somewhat more formal. We were entertained by the vice chancellor of the university and Dr. and Mrs. Ewing and by the Lord Mayor and Lady Mayoress of Manchester. The latter event was held in the town hall which was beautifully decorated. Various types of entertainment were going in different rooms simultaneously. After being introduced by the herald and the click of his mace, and after going down the receiving line, one was permitted to choose the amusement in which he was most interested. But all the time I was there I couldn't help but wonder how high the city taxes must be to take care of such lavish hospitality.

The English people were most gracious. This was quite noticeable everywhere I went. They went out of their way to lend a helping hand. I found the teachers from France, England, the Netherlands, and the Scandinavian countries most eager to learn more about our American schools.

I left the congress with many lasting memories, particularly of the associations I had had, and with the realization that teachers of the

deaf, no matter where they are, no matter what the native tongue may be, all have the same common interest, the same ultimate goals and the same problems.

And so it was home again, and home again, America for me!  
I boarded a jet that was westward bound flying over the rolling sea,  
To the blessed land of room enough for varied schools of thought,  
Where the deaf are full of laughter, and all communication skills are taught.

Dr. ABERNATHY. Thank you, Miss Thomas. Next we have a report from Mr. Griffing. Mr. Griffing will sign his report, and his son is going to read it. I take it that is the first time we have had a father and son combination on our program.

#### INTERNATIONAL CONGRESS ON THE MODERN EDUCATIONAL TREATMENT OF DEAFNESS

(W. THEODORE GRIFFING, B.A., teacher, Oklahoma School, Sulphur)

In one of his several letters to me before I left for Manchester to attend the International Congress on the Modern Educational Treatment of Deafness, as a representative of the deaf teachers of the convention, our president, Dr. Abernathy, told me I was to go as exhibit A. Because that had all the earmarks of a Perry Mason thriller, I was properly impressed up to the very minute I encountered Miss Alyce Thomas who went for the hearing teachers. I knew then, as sure as death and taxes, that my friend had been pulling my leg, and that I should settle for, let us say, exhibit O!

A report can be a dreary thing, even one that is sung to the tune of \$800 which was advanced me for expenses. Please do not expect a refund because I left more than that in tips for a glass of water served at meals.

To you, my friends, who had a part in my selection to attend the congress, I wish to express my sincere thanks for the high honor. I was elevated into a pair of shoes much too big for me, which may explain why I stumbled over so many toes. Of one thing I am quite sure: I certainly did try to convince people that deaf teachers are an integral part of our schools.

The congress was truly international. The 1,000 delegates from the 40 nations representing 5 continents will testify to that. It carried the advance billing of an oral gathering. That was correct, for only three deaf persons sat in that vast audience throughout the deliberations which concerned them and their people. Two of these, both from England, took the floor to protest some of the statements made by speakers who, possibly, were carried away on the subject of integration. I was content to take things easy, leaving it to Fred Sparks, my faithful interpreter, to entertain our section of the audience with his graphic signs.

The congress was not educational in the sense that it was of benefit to the classroom teachers. We were introduced to a scientific world. We were told that deafness is on the way out. That will be something to make all of us very happy; meanwhile, we face a tremendous task with these children who are deaf. The time to help them is now.

If the teachers were the forgotten people of the congress, then the deaf were the forsaken. I make this statement with all candor. It was regrettable that the deaf were given such small consideration in

the planning of the congress. They are the very ones who could open their hearts to a vista of educational data on which educators of all beliefs could safely build. I was told that there is a feeling in high places that a deaf person is not able to help others like himself. This seems to be a significant statement, for it says England stresses dependence while in America it is independence.

I really thought that most of the papers were too complex for the average conventioner. They were good, I grant you, and I know the speakers were both able and sincere. One does not come before such an important gathering unless he is certain he has something worthwhile to present for consideration. The feeling persists, however, that the people at the congress would have been better served had they been offered something closer home to inspire them to greater striving in their work.

I liked the congress. I really did. I liked the people with whom I had contact. I found them gracious and understanding. I was accepted as one of them, and that was why I had so much fun. Quite a few of the teachers expressed the opinion that changes should be made in the present educational system. They want one better geared to the needs of the deaf. They commented on this rather freely in informal sessions, but it was the missionaries, or welfare officers, who were the most caustic in their criticism. It is these missionaries who must work with the children after they leave school at age 16. They encounter the finished products, and they do not like what they see. In an address at Jesus College, Oxford, Mr. K. P. McDougall, Leicester chairman of Executive Council of the British Deaf and Dumb Association,<sup>1</sup> a missioner, said there was an ever increasing population of deaf illiterates; that the present educational system compels the deaf to pretend they are something which they are not; that apathy is complete among the young deaf who are ill-informed and have an utter disregard for social and moral obligations; that the deaf are often forced into soul-destroying jobs; that the younger deaf are very conscious of their inferiority, and often have the false idea that it is shameful to be deaf. Mr. McDougall said his words sounded harsh, but that he defied any intelligent observer to deny their truth.

In England there are over 130 centers for the deaf. Most are supported by local government and the general public. Each one provides a church, a social club, a savings club, a youth club, socials for the deaf-blind, and an unemployment bureau. All handicapped persons are required to register under the Disabled Persons Act, 1944 scheme. Under this, all employers of 60 workers must hire at least 1 handicapped persons who is registered.

Each center has a welfare officer, or missioner. Possibly he might be called a "kissin' cousin" of our rehabilitation workers. A missioner visits in the homes of deaf persons, cheers those who are confined to hospitals and to mental institutions, and collects moneys for the infirm deaf. Hearing persons, to a great extent, run the clubs and the associations, and to me this seems to be an implication of weakness in the educational system.

<sup>1</sup> McDougall, Hon. K. P., Oxford (England) Mail, Sept. 3, 1959.

The missioners are wonderful people—no wonder they are so beloved by the deaf. As I hobnobbed with some of them, meeting with the adult deaf in homes and at the summer workshop at Harlech, North Wales, I came to the conclusion that there is not too much happiness among the deaf. An hour at Harlech told me more than all of the 10 days at Manchester. There are many deaf individuals who are outstanding in their field. They are the exception rather than the rule because few enjoy the educational, social, and economic status of the average deaf of this country.

Here we have the initiative to think things out, then to go it alone. You have no idea how impressive this is to our friends over there. We are indeed the most fortunate of handicapped persons, thanks to the many friends who have been so steadfast in their believing.

The congress was officially closed with Dr. Richard Silverman of Central Institute speaking this beautiful thought: "Ears have they not, yet they hear, thanks to wisdom and to tender loving care." Challenging and heart warming as those words are to those who teach, I believe all of us should think of our charges in this manner: "Hearts and souls do they have, with the right to love and to laugh, no matter whether they speak or use the language of the hands. God loves them all."

From my heart I say it is wonderful to be home, to be a teacher of the deaf, working with folks like you.

Dr. ABERNATHY. Thank you, Mr. Griffing. As you have heard this evening, in England the deaf are done for, and in the United States, the deaf do. I think that is the distinction.

Ladies and gentlemen, I have a sad duty to perform. I think many of you knew Harold Green, the superintendent of the Utah school. He was killed in an accident yesterday on his way here. Harold was a quiet, gentle person who had for several years been head of the department for the blind in the Utah School and was more recently superintendent. Will you please stand and bow your heads in silent memory. Thank you.

I think you might all like to take a look at the officers and directors of the association. I will ask them to stand as I read off their names so you can see them again, the people that have worked together for these 2 years. Dr. Brill, first vice president and program chairman; Dr. Bill McClure, second vice president; Sister Rose Gertrude is not here; Mr. Tom Dillon, the treasurer; then the directors; Joe Demeza, Jim Galloway, Myron Leenhouts, and Ed Tillinghast. By the way, Dr. McClure has agreed to serve as the editor of the proceedings so you are assured of a good job again, and I have also asked Dr. McClure to serve as secretary pro tempore in the absence of Sister Rose Gertrude. Mr. Lloyd Ambrosen, stand up. Lloyd is the chairman of the resolutions committee. He would like to have any resolutions you want to present by 10 o'clock Wednesday morning. We will now hear from Dr. Brill, who has worked these many months on this committee, on this new venture of a workshop type of program. I went through this thing once, and I couldn't make it jell, but when it came my turn I said, here is just the fellow for it, so let's try him out. He has worked hard on it, as well as other people all over the country.

Dr. BRILL. Dr. Abernathy, platform guests, and ladies and gentlemen, anyone listening to the radio or watching TV knows that no matter how long you watch after awhile you are going to pay for it, because then comes the commercial, and perhaps the reason why so many of you are here tonight you figured if you stayed at the hotel or motel, you would watch TV, but you would have to put up with the commercials, and you thought if you came here you would get away from that, but that is where you are wrong. After all, the fellow that delivers the commercial is trying to sell something, and I am trying to sell you on the workshop convention.

Now if I were trying to sell you cigarettes, I think that probably, first of all, I would try to sell you the cigarette that uses the tag line, "They said it couldn't be done," but I wouldn't sell you that cigarette tonight because I'm not sure it can be done either. I will have to wait until Friday, so let's switch from that one, and I would rather try to sell this other cigarette which has this tag line, "The thinking man's cigarette." Now here we have a thinking teachers' convention, and that is what we are here for. What is a workshop? Why are you here? Some people come to shop around, teachers for new jobs, and superintendents for new teachers, but I do hope you all attend the meetings and do a little work.

Now I believe that all good educators for many years, and good educators of the deaf for many, many years have been well aware of the fact that when a child is going to learn something you have to involve the child in the learning. I never saw a successful teacher stand in front of a class and just talk all day long to the kids in the class and expect them to know anything, and I don't think you did either. Your successful teacher involves each child in the class and there are some relationships between the amount of involvement of the child and the amount the individual child learns. This is my belief, anyway.

What is a convention? A convention is a place to come to have a good time, but that isn't the only reason for it. The real reason, of course, is to learn something. A convention is supposed to be a learning experience. Therefore, it seems quite logical to me that if you are going to participate in a convention as a learning experience, that you should actually become involved in it as individuals. Everyone has had different experiences so everyone has something to bring to this convention, to bring to other people who are here.

Now in this workshop type of thing, what this really means is—yes; you are going to hear some good speakers—you are going to hear some very good papers, but you are not going to spend all your time listening to people give you speeches and papers. Some of this time, we are going to have you break into small groups, a maximum of 20 in a group in most instances. The chairmen of these subgroups have worked hard and long and are prepared to help you have a successful group meeting, and we hope that you will become involved in a group and that you will have discussion of things that are of interest to you. We hope that you may arrive at some decision, but that is not too awfully important if you don't arrive at a decision. It's still

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beneficial that you can talk about it and think about it and have thought about it, so we hope that you will go to these meetings. In our program there is a program summary, and by looking at it you can quickly decide which particular section on a specific day you want to attend, and you can refer to specific dates to get more information about it. We would urge that on one particular day you can pick only one section, that you stay with one group all day and not jump from one place to another, because if you do that, I really think you will not get as much out of the program as you would if you will stay with the one group.

I would like to mention specifically that in addition to these workshops, there is the scheduled workshop in visual education both on Tuesday and Wednesday, and these are scheduled at 3:45 in the afternoon. The reason for that is we think many people would be interested in other areas that would also be interested in this visual education because they are going to demonstrate to you some very modern instruments that help in teaching, and it isn't something a person would want to devote his whole day to, so it will give you an opportunity, after you pick your sections to go to on Tuesday or Wednesday, to still go to the visual education section, and I hope many of you will do that.

In the envelope which you received there is included an evaluation sheet. I want to call your attention to the fact there are questions on both sides. Please remember to turn it over, and there is a place on there for you to sign your name—if you want to sign your name go ahead, but you don't have to do that. We are asking for this evaluation, not really to know how we do here, or pat ourselves on the back or feel sad, but really to know what we should do in 1961. Perhaps the majority of people here won't like the workshop idea. All right, it's not going to hurt my feelings if you don't, but we will know in 1961 not to do it this way, but many people may like it, and if you do or don't, this will give you an opportunity to say so. This evaluation sheet is for help in planning in 1961.

I would like to express my appreciation to the section leaders who are the ones who have done the work to prepare these individual sections that you will be attending in the next 4 days, and of course, to my fellow officers, and particularly to Roy Stelle and the members of the school staff who have done so much in preparing for the convention, and so I think by working together on this workshop type of convention that we can work toward what is the slogan of this particular meeting, and be in a better position to carry out this convention theme, "Today's Education Can Meet the Needs of the Deaf Child." Thank you.

Dr. ABERNATHY. Thank you, Dr. Brill. I am sure you all appreciate what Dr. Brill and his section leaders are trying to do, and that is, make this a real teachers' convention in which you will have full participation. If there are any minor hitches in it, please be patient. Mr. Stelle, do you have anything?

(Mr. Stelle made some announcements of interest to the convention.)

Dr. ABERNATHY. This concludes our program and the meeting is adjourned.

MONDAY, JUNE 29, 1959

## SECTION ON READING

Gymnasium—Section Leader: Miss Frances Phillips, Bruce Street School, Newark, N.J.

9-9:45 a.m.

Keynote speaker: Dr. Mildred Hoyt Bedell, University of Denver, "New Approaches in the Teaching of Reading."

10-11:30 a.m.

Morning session of reading workshops.

1:15-2:15 p.m.

Afternoon session of reading workshops.

2:15-2:45 p.m.

Workshop participants and recorder formulate report.

3-3:45 p.m.

Section meeting to summarize workshops.

## READING WORKSHOP LEADERS

Mrs. Alyce Baldyga  
 Mrs. Stella Brightman  
 Mrs. Osie Brown  
 Miss Katherine Casey  
 Mrs. Daniel Dredick  
 Mr. C. L. Gover  
 Mrs. Mabel Gulick  
 Miss Juile McDermott  
 Mr. F. McDowell

Mrs. Esther McGarry  
 Mr. Maurice Moriarty  
 Mr. Malcolm Norwood  
 Mr. Roy G. Parks  
 Miss Alyce Thomas  
 Mr. Andrew Vasnick  
 Mrs. Edna L. Wolf  
 Mrs. Adelle Wright  
 Mr. R. T. Youngers

## RECORDERS

Mr. William A. Blea  
 Mrs. F. M. McDowell  
 Miss Betty Ohlinger

Mrs. Ellen W. Rhian  
 Mrs. L. Sturdivant  
 Miss Eunice Weidner

Interpreters: Charles B. Grow, William M. Milligan, Mrs. Pauline M. Stone, Polly Shahan, R. M. McAdams, Mildred Maddox, John L. Caple, W. Lloyd Graunke, Mrs. W. L. Fair, Maxie Clare Maddox, Ben Hoffmeyer, Roy Parks.

Miss PHILLIPS. Today we have an unusual opportunity to take an honest look at ourselves and our methods, at our goals and our attainments. How shall we discover the means to help the deaf child to learn to interpret printed language?

To teach is to inspire others to learn. We teachers strive to develop each child's reading attainment at least to a standard of functional literacy. Without this the deaf child is at the mercy of those who may attempt to use his lack of reading skill for their own purposes and to require him to depend on others for interpretation of the world of the printed word—a force which yields great power in modern society. We dare not permit any deaf child to leave our schools with only this minimum of accomplishment if it is at all possible to provide him with greater skill. Our knowledge of the intrinsic worth of each child as an individual should guide our efforts.

Our schools should be *reading* schools and our children *reading* children for within the world of books is held the wisdom of man-

kind—the key not only to academic learning, but to vocational advancement, to inspiration, and to social and emotional maturity.

By really communicating with each other today in small groups let us try to share good techniques and to examine closely some of the burning questions in our minds. Later in the day we will return to hear brief reports from the other groups, but let us remember that the most valuable results will occur as we meet and talk together.

Nineteen meetings have been planned. We have tried to find interesting topics for everyone and to cover as many of those suggested as possible. They were drawn from a list of over 300 questions submitted by schools for the deaf throughout the United States. It was a most enlightening experience to organize them for they revealed an unusual scope and depth of inquiry. However, no one should feel limited by the questions that have been asked or the topics that have been planned, but our *problems* should be explored as fully as time permits.

As you read our list of people with special responsibilities you will find the names of many outstanding leaders in this field who will guide discussion groups.

This morning we have the honor and pleasure to be addressed by an outstanding educator in the field of reading, Dr. Mildred Hoyt Bedell, associate professor of education at the University of Denver. She comes unusually well prepared to talk to us for, not only has she taught on nearly all levels of instruction from kindergarten through college, but she has been an author and editor of textbooks for several publishers. At the present time she is collaborating with Dr. Paul Witty, of Northwestern University, on a new series of reading textbooks for elementary schools. She has studied at both the University of Chicago and the University of Denver where she was awarded the degree of doctor of education in 1955. Dr. Bedell will speak to us about new approaches in the teaching of reading, which is certainly appropriate to the theme of our convention.

#### NEW TRENDS IN THE TEACHING OF READING<sup>1</sup>

(Dr. MILDRED HOYT BEDELL, associate professor of education, Department of Education, University of Denver, Denver, Colo.)

Our subject today sounds presumptive. It could lead to the suspicion that some dramatic new research findings in reading were to be reported. As is usual with so-called educational trends, it is fair to admit we are not dealing for the moment with dramatically new ideas in the reading field, but more accurately with a "new look" at what we have known about from research for a long time.

Perhaps a better title, then, might be "Breaking the Lockstep in Teaching Reading." Traditional approaches in classroom procedures, happily, seems to be crumbling under the psychologist's angry glare. The rationalizations for ineffective reading instruction (i.e., crowded classrooms, pressure from administrators, lay apathy, insufficient funds) seems to be dwindling rapidly as better trained teachers acquire more conviction and know-how. The picture looks infinitely brighter. Let's examine several of the more promising "breaks" with lockstep thinking.

<sup>1</sup> These paragraphs actually represent only running notes on this address.

One outstanding trend is represented in new emphasis on a very old idea. We have known about individual differences for many decades, but rarely have we found truly effective ways within the regular classroom to translate our knowledge into action. Only profound differences in children, those requiring segregation and special teaching, have been accepted as a challenge to improve techniques in both guidance and classroom procedures. Less dramatic differences have trapped us into rationalizing group procedures that have penalized many learners. Surely the teaching of reading has suffered because of this failure to recognize the needs of children who are not dramatically different. Some of the best teaching is done in special education classes, where the "differences" *demand* more creative procedures.

In regular classrooms, teachers discover (via test scores and the daily performance of their charges) that the range of reading skills may cover from four to six grades. They know from experience that these great differences could never be adequately cared for in two or even three reading groups. Yet such grouping is frequently the sole concession to differentiation. The "fringe" children in the extremes of each group have shown us repeatedly the need for greater individual attention. The slow learner has stumbled along, the rapid learner has grown weary with lack of challenge.

This problem has kept the conscientious teacher in a constant state of guilt and frustration. A hopeful sign of change for her is the wide interest in individualized reading. In a well-planned classroom program, each child may read at his own level and can move ahead systematically at his own rate. He selects materials according to his special interests, and thus, greater motivation is assured. He never is obliged to stumble orally through material too difficult for him (while his impatient peers yawn and shuffle their feet). He confers individually with the teacher to demonstrate his skills, his vocabulary growth, and his comprehension. Self-evaluation thus becomes an important facet of his reading experience.

It is immediately obvious that such a classroom procedure leans heavily on the organizational skill of the teacher. It presupposes continuous diagnosis accompanied by detailed recordkeeping (i.e., notes on phonic weaknesses, failure in full comprehension or fluency, variety of materials chosen, etc.). It also makes mandatory a large collection of carefully chosen reading materials representing many levels.

A second encouraging breakthrough is noted in a total new look at the building of concepts as basic to language growth. So great has been the concern about *word recognition* that teachers have frequently neglected to attach sufficient meaning and significance to each word taught. Teachers unconsciously identify common word meanings so readily that they often fail to appreciate the fuzzy half-meanings that children derive from brief or limited presentations. (How much more disheartening in the case of the child with hearing difficulty. He must struggle to build up a whole fabric of associations which will give any word meaning for him.)

As teachers we can make no safe assumptions about the exact nature of a child's environmental learnings when we teach a new word. Imagine a roomful of small youngsters grappling with so common a word as "cow." The word conjures up as many mental images as there are children. Each child has his little thinking balloon (as

in the comic strips) full of a special cow (or maybe *no* cow at all). Some think of a real big, smelly barnyard cow; some think of a prize critter they saw at the stock show; some think of Elsie, the frivolous Borden cow; and some might even visualize a dog as the closest four-legged version of a cow they can recall. Even with good pictures, "cowness" is not really communicated. To survive in a child's thinking pattern, a cow must be literally surrounded with meaningful associations. We may need barnyard scenes, dairy product displays, a trip to a farm or a dairy, dramatic cow incidents (i. e., the stray cow in the middle of the highway who won't move as your car approaches), some cowhide items, perhaps even some horns.

Comparatively, "cow" is an easy concept. What of the more elusive words such as "fast" and "ready"? These require almost three-dimensional handling unless we can count on a child's understanding of the total context in which they are used. "Fast" has many meanings, all reasonably common in an elementary-school child's experience (the clock is *fast*; we run *fast*; the boy is *fast* asleep; people *fast* for religious reasons; the door stuck *fast*; the neighbor girl is considered *fast*, etc.) All these meanings cannot be taught at once, of course, but any one of them requires story pictures, incidents, many associative situations to come through boldly in the child's thinking.

The verbs present even greater concept difficulty because they are frequently meaningless out of context. A child struggling for sentence meanings is lost without a full understanding of the action implied by the verb.

Once I heard a third grade teacher dispense with the wonderful word "genie" by simply substituting the word "magician." What a limited concept. Worse yet, what an erroneous concept. And how much more was needed to enrich the associations for a better experience with the wonderful tale of "Aladdin and His Lamp." A limited teacher is often guilty of *limiting* concepts. Many teachers are understanding that time invested in making words both clear and three dimensional pays off in more meaningful reading.

A third breakthrough is noted in the growing rejection of a one-textbook reading program. The need for security in skill development seemed to be the underlying motivation for subjecting a whole group or a whole school to such a limited reading program. Gradually, teachers are seeing reading as an all-day procedure and are learning that reading *can* be taught through *many* resources theretofore considered out of step, curriculumwise) and in relation to *every* subject.

Reading is reading wherever you find it, in and out of classrooms. The directions on how to assemble a model plane, how to handle contributions to the paper drive, how to play anagrams—all these may be vital reading jobs at any given moment in a child's life. (Sometimes they are the most vital jobs of all to handicapped children, especially when language skills are acquired so slowly.) Thus, reading materials of every imaginable kind are getting to be standard equipment in the classroom. (It must be a comfort to the child to discover that all acceptable reading is not embalmed in readers or in those children's books the teacher happens to like.)

Another important breakthrough is our growing insight into the *nature* of children's limitations. We have often looked upon grouping

as a pat solution to this problem. Standardized test scores have provided the needed security. Gradually though, we have discovered that *homogeneity* is not a word that can be comfortably applied to children. They just refuse to be the same in *enough* ways to merit similar treatment. The old idea that they can be tagged for convenience as Bluebirds, Robins, and Hawks is subject to the deepest suspicion. Just the lowly Bluebirds in a room present such a myriad of difficulties that the reading lesson on any given day may be pertinent to only a few.

So complex is the whole process of coming to terms with language that no two individuals can ever be said at any one time to have the same skills. Environment, experience, intelligence, and feelings turn each child into a separate "island." Greater awareness of the many-faceted nature of such uniqueness is pointing the way for more detailed diagnosis, greatly improved classroom methodology, and more day-to-day evaluation of growth in all areas. When one technique is unsuccessful with a certain child, another is in order. Sometimes it's a matter of "any port in a storm."

Because teachers are more aware of the tremendous impact of teacher-pupil relationships on children, they can no longer fall back on traditional patterns of behavior. (I am reminded of those teachers proud of always being "strict" or having "high standards," as though such patterned behavior served equally well with all children. One teacher grandly told a group of parents that she always "ignored showoffs." Another stated unequivocally that "all children from broken homes are discipline problems." But these limited attitudes are increasingly rare.

The quality of teaching implied in the changes of outlook discussed here may sound almost threatening. How are we to find many highly creative and insightful people, capable of superior classroom organizations? Actually, we find them daily, and in ever-increasing numbers, in the classrooms of America. We find them building beautiful, highly visual environments for learning; we find them sparing no effort to re-create reality for children in order to insure a three-dimensional world as a basis for improved learning in all areas. We find them listening as children talk out their feelings or reveal their needs and interests. We find them continuously providing individual help and guidance. In short, their jobs are now a challenge to create an ideal environment for *each* child. Through them we are breaking the lockstep in teaching that all-important lifetime skill—reading.

#### WORKSHOP REPORTS

##### WORKSHOP I—METHODOLOGY IN READING INSTRUCTION

(Leader: ROY PARKS, Arkansas School, Little Rock)

(Recorder: BARBARA GRIFFIN, Rochester School, Rochester, N.Y.)

Group discussion centered around three topics: how to develop a sequential program for reading from preschool through the upper grades, importance of developing reading skills, and the use of various types of materials in the program.

Members of the group agreed that sense training for the very young child is an important foundation for the reading-readiness program. The reading-readiness program itself begins with the development of experiences centered around the child's own interests. As these experiences broaden, teacher made materials are gradually changed to pupil made materials. This broadened experience leads gradually into more formal units involving the use of textbooks and other printed materials. Textbook selection must consider carefully the maturational level of the child as well as his reading level.

It was felt that many times teachers were unaware of the necessity for specific teaching of reading skills. The group agreed that skills should be developed as part of every reading experience. The content area teacher should also be responsible for developing the special reading skills related to his subject.

All types of materials can be used in teaching reading. No one type is satisfactory alone. The role of a trained librarian was felt to be of great value in stimulating a desire to read and in finding suitable materials.

In conclusion, the group agreed that no one method of reading is possible or desirable. Each child is different and requires teaching to fit his own special needs.

#### WORKSHOP II—THE PLACE OF READING IN THE PRIMARY CURRICULUM OF A SCHOOL FOR THE DEAF

(Leader: Mrs. DANIEL W. DEDRICK, American School, West Hartford, Conn.)

(Recorder: Mrs. LENORA G. STURDIVANT, Mississippi School, Jackson)

Each participant in the group was conscious of the importance of reading in the school for the deaf, in communication arts and skills. Reading in the total program and its relation to language and speech were discussed.

Reading in the total program: The group was interested in teaching the child and not textbooks, for textbooks alone will not make a good reader. A basic reading series should be used throughout the school if possible, but the series should be selected by each school. The basic reader should be enriched with a great deal of supplementary material, including library books, supplementary readers, weekly readers, etc., to provide a varied reading program. With these all the visual aids available should be used. The deaf child should read more than a hearing child, but the time of introduction of reading as a reading skill depends on the individual child.

Reading as it relates to language and speech: The group felt that reading and language are so closely interrelated that separation is impossible. Experience charts, news periods, language and reading are the motivating forces for speech. A basic reader should not be used to teach speech during a reading period, but the incorrect words should be listed and taught in the correct manner during a speech period.

In conclusion, the group agreed that reading must not be regarded as only one school subject, but must be correlated with speech, speech-reading, language, and all school subjects.

**WORKSHOP III—THE PLACE OF READING INSTRUCTION ON THE INTERMEDIATE LEVEL IN A SCHOOL FOR THE DEAF**

(Leader: Mrs. OSIE BROWN, California School, Riverside)

(Recorder: Miss BETTY P. OHLINGER, California School, Riverside)

The obstacles to the problem of accelerating reading growth on the intermediate level are inadequate vocabulary in relation to the child's maturity level, insufficient repetition of individual words, stories not related to the environment of the deaf child, and language that is often too idiomatic. Possible solutions suggested were teaching the use of the dictionary, keeping a list of words learned, and the extensive use of pictures and play-acting. Books written by people associated with the deaf might better help meet the needs of deaf children at this level.

While primary reading materials tend to be largely subjective and concrete, those of the intermediate level are more objective and abstract. The children also vary in reading speed and ability to reason and draw conclusions. The means of teaching and explaining the difficulties of grammatical structure are often unsatisfactory.

The use of materials with a high interest level and a low vocabulary level might be beneficial. Newspapers can be utilized in many ways to stimulate interest and investigative thought and lead to voluntary reading. Using newer methods and equipment such as tachistoscope, filmstrips, and opaque projector were recommended.

**WORKSHOP IV—READING IN THE CONTENT FIELDS IN THE ADVANCED GRADES**

(Leader: Mr. C. L. GOVER, supervising teacher, Upper School, California School, Riverside)

(Recorder: Mr. WILLIAM A. BLEA, California School, Riverside)

A prerequisite to reading in the content fields requires that the student have some of the important skills involved. These skills include vocabulary building, dictionary work, knowledge of index and glossary, map reading, chart and graph knowledge, speed in reading, acquaintance with reference materials, and the ability to follow directions.

Particular emphasis was given to the development of a realistic and meaningful vocabulary. The introduction of new vocabulary is given before the actual reading begins. At this time the teacher will explain various concepts of this vocabulary. A followup on vocabulary knowledge may be given with a teacher-made test. The children may be asked to give a synonym, antonym, use of a word in a completion type sentence, multiple choice, or the use of the word in an original sentence.

The Polaroid Land camera has been used to a good advantage for obtaining pictures immediately. The pictures are developed on the spot and serve as a good source of reference after field trips.

Another method of vocabulary building and review is the use of magazines in which the teacher numbers the pictures in sequence.

Thus, if the child does not know any object to which reference is made, the teacher will have a reference point with which to start at the next lesson.

After the necessary work with vocabulary has been accomplished then the reading of the subject matter may proceed. The teacher should encourage the pupils to develop an ability to select important ideas, and to eliminate unnecessary details.

It was suggested that work in the selection of main ideas could be accomplished with the use of Dr. Powrie "Doctor's Reading Outline," original outlines by the students, class discussions, and precise writing.

#### WORKSHOP V—THE READING PROGRAM IN RELATION TO GALLAUDET COLLEGE ENTRANCE

(Leader: Mr. EDWARD SCOUTEN, Gallaudet College, Washington, D. C.)

(Recorders: Mr. HARVEY CHRISTIAN, Nebraska School, Omaha; Miss WILLA MAE KING, California School, Berkeley)

In an effort to bring some light on the topic for discussion the following questions were presented for consideration. Each question given is followed by a summary of the group consensus regarding the particular question:

1. *Is a standardized reading program feasible for the advanced departments of schools for the deaf advantageous? Disadvantageous?*

Some of the participants in the group recalled that between 25 and 30 years ago Gallaudet College provided a list of about 20 or more books for the purpose of giving schools for the deaf a standard and guide for the preparation of their college candidates. The questions in the college entrance examinations in literature were then based upon the contents of the listed books which included representative English and American works in the areas of both prose and poetry. The advantages of this plan were pointed out by members of the group as being—

(a) fair to the candidates because it provided them all with an equal literary background from which they all could later start their preparatory program at Gallaudet.

(b) fair to the teachers who were responsible for the tasks of readying the candidates for the examination because it gave them a liberal area for instruction and at the same time provided them with a specific goal which enabled them to focus their teaching efforts.

(c) fair to Gallaudet College because it provided all of the incoming students with the aforementioned equal literary background necessary for establishing points of reference essential to initial instruction.

The chief disadvantage of the plan was thought to be the fact that such a list of books would tend to overlook individual differences within a class in that some pupils would not be sufficiently interested or qualified to assume the study of selected literary works.

*2. Is a correlation between the subjects of reading and composition valuable?*

It was generally agreed that such a correlation is advisable even to the extent of suggesting that the teacher of literature might also instruct in composition, thereby assuring the principle of correlation.

*3. To what extent should the use of heritage material be employed in a reading program? At what level should such materials be started?*

The term "heritage material" was defined as being that reading material which includes fables, legends, fairy tales, folklore, nursery rhymes, historical events, etc. In contrast with this material there are experiential stories such as "Bobby Goes to the Supermarket" or "Bobby Visits the Fire Station."

It was pointed out that there has been a general trend for the last 30 years away from the heritage material toward the experiential type of reading material.

It was concluded that there should be an increased emphasis on heritage material at as early a school age as possible because it is through such reading that deaf children are introduced to concepts essential to the development of the moral fiber and imaginative power. In this line an out-of-print classic, "The Rain Drop," was brought to mind.

*4. Does the volume of material read by a pupil compensate for his lack of comprehension?*

The answer to this question was felt to be in the affirmative only if the volume of material were calibrated to the individual pupil's comprehension level and then made increasingly difficult as progress warrants.

To expose a deaf child to masses of reading material which carry no meaning for him was thought to be generally a waste of his time. A desire to read must be created. This desire cannot be forced. There is a need for "high interest-low level" material.

*5. Should the primary emphasis in reading subjects such as geography and history be upon the retention of content facts or upon comprehension of the printed text material?*

There was no argument here. Both factors of comprehension and retention must receive equal emphasis. In specific content material involving new vocabulary, context is a necessary tool and should therefore be emphasized.

*6. Should Gallaudet College play a bigger role in the dissemination of information concerning teaching methods and techniques?*

Here there was general agreement. It was suggested that a bulletin similar to the now defunct "Convention Bulletin" be issued by the college. This publication would feature the latest in teaching methods and techniques as a means for helping schools for the deaf bridge the well-known academic gap between the average school for the deaf and the Preparatory Department of Gallaudet College.

In conclusion it was noted that through the discussions several ideas became clear. The group could not talk too long about reading and literature without involving the intermediate and primary levels.

Similarly, the subjects of reading and literature were closely tied in with the subject of composition. A teacher can never know the concept harbored in a deaf child's mind without asking him a question and getting an answer. Thus to attempt to divorce reading from composition is like trying to destroy the face of a coin and at the same time trying to preserve the complete entity of the coin.

There must also be a greater bond of unity between the average school for the deaf and Gallaudet College Preparatory Department. The young deaf person needs opportunities. Without it his chances for success are slim; with it his chances for success are boundless. One of the great opportunities which we can provide is a purposeful reading program which will advance the student not only in the mechanics of reading, but in acquiring an appreciation of life as it is reflected in literature.

#### WORKSHOP VI—READING READINESS: 4, 5, AND 6 YEAR OLDS

(Leader: Mrs. DOROTHY BEAL, Omaha Hearing School, Omaha, Nebr.)

(Recorder: Mrs. ELIZABETH V. SCOTT, Florida School, St. Augustine)

Sense training was considered to be of vital importance. Worksheets with shapes and forms were stressed. It was agreed that workbooks and worksheets made by the teacher, or both teacher and pupil, were of value. Further reading readiness suggestions were: experience charts; news on the blackboard; stories presented by means of lipreading, filmstrips, dramatizations, flannelgraphs, and figurines made of papier maché for dramatizing; listing vocabulary under the Fitzgerald Key headings; and speech and vocabulary booklets made by the children.

#### WORKSHOP VII—READING READINESS: 5 1/2 AND 6-YEAR-OLD CHILDREN

(Leader: Mrs. MABEL GULICK, Kansas School, Olathe)

(Recorder: Miss EVELYN SHELLGRAIN, Mary E. Bennett School, Los Angeles, Calif.)

Techniques and devices were discussed: Teachers made use of pictures, flannel boards, and match-a-tack boards. Most participants use the printed word so that the children do get a correlation. Many participants felt that good background of preschool training is helpful for beginning reading.

Techniques for checking comprehension were discussed. Those used most successfully with children of this age were dramatization, drawing of pictures to illustrate a thought, and asking simple questions, such as who, how many, etc.

Many schools used reading readiness workbooks and felt they were valuable, particularly for physical preparation for reading, such as eyespan, and left-to-right training. Some teachers eliminate workbook pages. Others use pages as they meet the needs of the experiences of the children. This means that the teacher must be familiar with the material and use it when it is appropriate. Some teachers use pages that emphasize initial consonant sounds, but present them only after the children have had experience with the words included. Other teachers made puzzles from pages or revised pages.

In preparing for workbook lessons, teachers worked out lessons on the blackboard similar to those in the book. To dramatize lessons use is made of filmstrips and movies. Trips are valuable if preparation through pictures and lipreading experience charts and preliminary experiences are used. Charts and review should follow the trips.

Materials were discussed. Qualities needed in reading readiness material included; correlation with everyday experiences, interest, color, properly selected pictures which should be judged for size, color, and realistic quality. Teacher-made materials suggested were: plastic sheets or sheet protectors, teacher prepared ditto-sheets, old washed-off X-ray films, splastic spray. Commercial materials suggested were those produced by the Centennial Co., the Hayes Co., and Continental Press, Gel-Sten materials, Rubb-off crayons from the Cramm Co., Indianapolis, Ind.; and materials from the Visual Aid Material Co., Los Angeles, Calif.

Some schools extend reading readiness beyond the primary level by the use of Reader's Digest materials, "Teenage Tales," classbooks with illustrated stories. The use of the weekly readers, especially the new kindergarten issue was suggested. The problem of deaf children reading one word in a sentence only is a problem common to all. Helps for reading directions were suggested, such as practice and prepared flash cards, dramatization of specific expressions on flash cards.

Oral reading versus nonoral reading was discussed. One school has found that the children's reading comprehension seemed to improve when oral reading was used.

#### WORKSHOP VIII—READING VOCABULARY

(Leader: Mr. LOUIE E. HARRIS, director of Reading Laboratory, Oklahoma College for Women; reading adviser to Jane Brooks School for the Deaf, Oklahoma)

(Recorder: Mrs. LOUIE E. HARRIS, Chickasha, Okla.)

We might say that reading vocabulary has four dimensions: i.e., height (the number of words); breadth (its many meanings); depth (connotations, figurative and idiomatic expressions); and time (continuously building vocabulary).

Under the subject of breadth the question arose as to how we can help the child to use a word in its different connotations. If a new word were taught in its different meanings at the time it was presented it might help.

Just word knowledge is not enough. We need to combine vocabulary with reading for meaning. This is where the importance of language shows up. We must continuously try to increase the experience concepts for the children and teach word meanings from their day-to-day experiences.

There are four kinds of vocabulary: hearing, speaking, reading, and writing vocabulary. The problem is the integration of these vocabularies. Inconsistencies arise in our language and the child in need of remedial reading is the one who cannot handle the inconsistencies. But with repetition, visual aids, and sufficient student participation, the inconsistencies may be overcome. We must help the child

to achieve independence in the study of words, with a concentrated effort in word-attack skill.

We might summarize the following points:

I. Methods of improving reading vocabulary include:

- A. Use of basic reading series with supplementary readers and library books.
- B. Continually creating wider experiences for the child.
- C. Giving him independent word-attack skills—
  1. by form or shape of word;
  2. by phonics;
  3. by structure, basically to include syllabication endings, prefixes, roots, suffixes, compounds, and accent;
  4. by context (the right meaning must "make sense");
  5. by dictionary skills, including guide words, diacritical markings, accent, and choice of meanings.
- D. Teaching the origin of words.
- E. Pleasure reading at the child's level.

II. Vocabulary as it relates to idiomatic language:

- A. Connective language gives rhythm.
- B. Communication in writing with hearing people should be encouraged.
- C. Tone and inflection is important for comprehension.

#### WORKSHOP IX—MOTIVATING THE DEAF CHILD TO READ

(Leader: Mrs. DAVID McGARRY, California School, Riverside)

(Recorder: Mrs. ANN HERTZ, California School, Riverside)

The discussion dealt with motivating the deaf child to read outside the classroom reading period.

More time should be made available for leisure reading. In many residential schools things are so much planned for the children that little free time is left for leisure reading.

The time to watch television should be regulated.

There should be self-satisfaction in reading material selection.

Special interests should be noted and experiences provided.

There should be more use of shop language in reading. This should involve following directions, reading recipes, and similar activities.

There should be more easy reading materials available. Whenever possible there should be several copies of one item, especially newspapers so that children need not wait their turn.

We must try to meet the needs of the children. There must also be encouragement. There can be elements of competition as well as means of showing accomplishments; such as contests, charts, book reports, and book clubs. More stories in programs, more movies with captions, and more small classroom libraries would be helpful. The use of visual aids such as filmstrips, charts, flannel boards, and collections was urged.

In vocabulary development we must guard against word isolation.

Parents should be encouraged to stimulate summer reading programs for their children.

## WORKSHOP X—ORGANIZATION OF THE READING PROGRAM

(Leader: Mr. M. U. MORIARTY, Hyde Park School, Los Angeles, Calif.)  
(Recorder: Mr. LYLE SUTHERLAND, MacKay School, Montreal, Canada)

## I. DEVELOPMENT LEVELS

A. Reading readiness: Use of pictures, trips, pets, flannel-board stories, telling stories with picture books, illustrations, etc., help to prepare the child to associate a word with a picture, and this helps the child to think of sentences. Also, at this stage, there should be some development in the pupil's vocabulary.

## B. Preprimer—Primer.

C. Basic readers (many series used): In preparing a child for the basic readers, the teacher should do at least two things:

1. Have written stories made up by the teacher.
2. Have supplementary readers on hand to use.

Preceding the preparation there should be "actual experience stories," where stories are made up from experience the stories may present to the pupils. This would precede the preparation and then be carried on with the readers. Examples of these are: dramatization of the story, vicarious experience stories, audiovisual aids.

That some readers (books) are too long and involved.

That the readers (books) have too many important points.

That there are individual differences in each pupil.

The use of oral reading in the classroom and the problem of vocabulary were also discussed.

Some of the techniques for overcoming these problems were:

1. The teacher should prepare the reading of the most important parts. The selection is done by both the teacher and the children.
2. Teacher-written stories.
3. Actual experience stories.
4. Teacher should give individual attention. She should question each child.
5. Individualized reading. There should be some followup to the stories for the child who is a good reader.
6. Much easy reading material for pupils should be used all through the grades.
7. Special practice material could be used.
8. Followup material for evaluation and additional practice prepared by the teacher should be used.
9. Intelligent use should be made of workbooks.

## II. PLEASURE READING VERSUS READING IN CURRICULUM CONTENT

Some of the problems identified in the development of reading for pleasure were:

1. Vocabulary load often gets too great for the ability of the child.
2. Language is too idiomatic.
3. Multiple meanings of words and expressions present difficulty.
4. Our children are too literal minded.

5. There is a need for much material for out-of-class reading.
6. Many children lack interest in reading.

Some techniques to overcome these problems include:

1. During the early years children should be encouraged in dramatic and creative activities. Their art should be free, expressive and varied in use of media.
2. Some television programs provide imaginative events. These may be used by the alert teacher to stimulate appreciation of imaginative stories.
3. Study of families of words with common meanings at the appropriate level for the child would help in understanding words with multiple meanings.
4. Study of synonyms and antonyms would help develop vocabulary. This, too, should be done at the level consonant with the child's ability.
5. Record charts with appropriate check or followup material would provide the teacher with a check on the child's understanding of books he has read and would stimulate his interest in future reading. Variety of checks should be used. Finding answers to specific questions would be very helpful especially if some answers must be inferred from the reading.
6. When a child has indicated pleasure in a story, related stories should be suggested by the teacher to capitalize on his interest.
7. Interest can be stimulated by the teacher telling stories, especially if the child has the opportunity to later read it. The teacher should try to discover the child's interest and to provide stories on the subject.
8. Some devices promote reading for pleasure: news bulletins, school papers, class papers, primary news sheets, surprise corners where the child may look for news of interesting events.

#### WORKSHOP XI—SPECIAL PROBLEMS OF READING INSTRUCTION FOR DEAF CHILDREN WITH ADDITIONAL HANDICAPS

(Leader: Miss JULIET McDERMOTT, supervising principal, South Carolina School, Spartanburg)

(Recorder: Mrs. KATHRYN W. WILLIAMSON, California School, Berkeley)

Problems, in order of relative importance to group members, were the mentally retarded, the aphasic, the emotionally disturbed, the indifferent learner, the cerebral palsied, and the visually handicapped.

The discussion was limited to three topics: the mentally retarded, the aphasic, and the emotionally disturbed child. The first topic was confined to the educable mentally retarded with an IQ range of 60 to 90. The discussion began with grouping. It was agreed that in the initial basic phases of education of these pupils, the groups should be flexible. If complete flexibility is not possible, then the grouping within the larger group should be according to ability in subject areas. Special help should be given individually. Suggested methods were employment of adjustment teachers, clinic periods conducted by regular teachers, or special help from the classroom teacher during a physical education class or some other class.

The conclusions reached were that individual help is essential, that children should be homogeneously grouped or helped by specialized personnel, that the children should be separated from the average or better than average pupils, that specialized reading materials be used, and that a specialized methodology be used involving short assignments, repetition, visual aids, adapted subject matter, and the tachistoscope to compel attention and facilitate drill.

The second topic pertained to the aphasic child whose language problems are caused by impairment of the central nervous system both sensory and motor. Some handicapped children have several impairments. There is a need to diagnose accurately and to refer children to personnel who can give the necessary help. Some schools are not equipped to give the medical diagnosis, but many organizations will pay expenses of differentiating aphasics at special medical clinics.

Aphasics should be grouped as flexibly as possible, always remembering that aphasics have a greater potential and a greater variety of distractions than the mentally retarded.

Methodology for helping aphasics should include use of all sensory receptors, using concrete visual concepts, maintaining an unvaried routine, using syllabic combinations for speech and lipreading leading to total concepts, using color to differentiate vowels, consonants, etc.

The participants agreed that aphasics can be taught best with deaf children rather than with hearing children. Further, they agreed that teacher training curriculum should include areas of multiple handicaps.

Thirdly, emotionally disturbed children are those who cannot adjust socially to the group for a variety of reasons which make the child insecure. Some of these reasons are rejection, overprotection, overindulgence, desiring approval, jealousy, health and physical adjustment, economic deprivation, or unstable homes.

In order to help emotionally disturbed children, conferences are held between members of school personnel. The conferences are held with parents when necessary.

The participants concluded that the teacher should be firm but should avoid issues. There should be understanding and consideration by classmates, counselors, school people, and members of the child's family. The teacher should emphasize what the child does well so that he has a feeling of approval and success.

In helping the child with a special problem no stone should be left unturned, but in the event of no improvement, the participants felt that the child should be removed from the group so that the remainder of the class is not harmed.

#### WORKSHOP XII—THE DEAF CHILD WITH ACUTE READING DISABILITY

(Leader: Mrs. ADELE WRIGHT, New Jersey School, West Trenton)

(Recorder: Miss EUNICE WEIDNER, Mill Neck Manor School, Mill Neck, N.Y.)

The group listed the disabilities which cause an acute reading disability and decided that anyone in a serious form or a preponderance of these difficulties may make an acute reading disability.

<sup>1</sup> "Private Pete," an Army publication, was suggested as excellent material.

Word reading rather than phrase reading was accepted as one criteria for the identification of reading disability.

Types of disabilities include physical, emotional, experimental, and mechanical. Since it is often difficult to distinguish between the cause and the disability, these items were listed together. Causes such as multiple handicaps, a meager experiential background and delayed reading readiness, and techniques for attacking these by enriching the background, the help that can be obtained from the home; the responsibility of the school, e.g., trips properly prepared for and followed up. Various techniques were suggested that would help to get the child to think in phrases and to develop concepts; i.e., dramatization using puppets and toys, flannel board dramatization; experience charts; personal reading texts constructed by the teacher and pupil; and a movie roll. Another technique was an illustrated story in the present progressive tense. Sequential pictures may be drawn in boxes to illustrate the story. Then the paper may be turned over and the story written in the past tense in meaningful language. Tachistoscopic techniques were considered helpful.

Pupils with acute reading disability may be motivated by controlled competition, praise, and occasional reproof and social motivation. A research study has indicated that praise awarded the most growth, reproof less growth, and lack of praise or reproof produced no progress. Opportunity to show the pupil's work is another motivating factor.

#### WORKSHOP XIII—USING VISUAL AIDS AND OTHER INSTRUCTIONAL AIDS IN THE READING ROOM

(Leader: Mrs. EDNA L. WOLF, supervising teacher, Upper Primary Department, California School, Berkeley)

(Recorders: Mr. GILBERT DELGADO, supervising teacher, Advanced Department, California School, Berkeley; Mrs. DONALDINA TENNIS, supervising teacher, Elementary School, California School, Riverside)

The kinds of visual aids used were enumerated and comments on their use were made as follows:

Objects brought back from field trips: *pictures* of all types of vocabulary development and language concept building; *projected materials* (slides, film strips, movies); and *Opaque projector, delineascope* and *controlled reader* for enlarging experiences, producing common mental pictures, focusing attention, increasing speed with comprehension, improving attention habits, increasing ability to concentrate; *bulletin boards* to encourage reading for getting useful and practical information (directions and current events, for example) and the use of color on bulletin boards in mounting and lettering to focus and attract attention; *flannel boards* to provide great flexibility; *chart stories* for language concept building—the basis of all reading—i.e., associating mental image gained through experience with the hieroglyphics we put on charts representing the experience; *material for dramatic play*—toys and other “props” to be used to dramatize experiential situations such as post office (after an actual trip there) and the reading readiness value of such activities *maps and graphs*—use of the latter for motivation and increased

interest in individual progress; *drawings by teacher and pupil*—stick figures, invaluable for clearing up confusion and increasing concepts when done by teacher—valuable as a test of child's comprehension of materials read when done by the child; *paper and cardboard cutouts*—valuable for testing child's concepts (the child can manipulate these to show his concepts in instances where it would be too difficult for him to draw); *murals and dioramas* for a more permanent record of experience; *sequence pictures* both teacher made and commercial type for development of ideas of sequence in reading as a valuable readiness for language expression.

The group discussed the value of having specific standards for chart-making, including dimensions, lettering types, arrangement, spacing, and other factors. They agreed that such standards should be consistently used for better visibility and intelligibility. Specifications listed in State curriculum guide and books on reading methodology should be used. Charts should be consistent and constantly improved.

The teacher should acquire the ability to see her teaching material through *the eyes of the child*. The use of visual aids should be *planned*. We must be sure that use of an aid is contributing to the child's learning and that it is not just used as an entertaining gadget.

Although there are many obstacles to use of visual aids, they should be initiated within the framework of each school or department to bring about greater facility leading to greater use. Teachers should feel responsible for suggesting that such programs are initiated and be willing to serve on planning committees that would make constructive efforts to surmount obstacles.

No visual aid will take the place of a good teacher. Judgments of the highest type must be exercised by the teacher in their use. Any visual aid is only as good as the teacher using it.

#### WORKSHOP XIV—EVALUATION OF READING SKILLS

(Leader: **MALCOLM NORWOOD**, supervising teacher, Intermediate and Advanced Department, West Virginia School, Romney)

(Recorder: **MARGARET H. FLOYD**, New Mexico School, Santa Fe)

The first step in the evaluation of reading should be an IQ test to facilitate grouping. Additional IQ tests should be given biennially throughout the child's school life and the tests used should be different tests because they give a better picture of the child's capacities.

Standardized reading tests should be given at least twice a year. Tests such as the Gates, Metropolitan, and Stanford tests would be satisfactory.

A longfelt need for a test to analyze the reading needs of the deaf child has been recognized. An informal reading inventory, which is a teacher-made test based on a reading series, may be used for this purpose. This is an informal nonwritten individual test. It may be constructed from the preprimer to the eighth grade level. The steps are as follows:

1. Motivate the child at each level before giving the test story.
2. Discuss the test with the individual child to make him feel at ease.
3. Have the child read a brief story or paragraph at each grade level. Ask checkup questions of factual, informational, sequential, and vocabulary types.

4. Watch for individual response such as finger pointing, lip movements, body movements, nail biting, retrogressions, and other indications that the material may be too difficult.

The value of this test lies in the fact that it permits the child to identify his own reading problems, such as slow reading, trouble in getting contextual clues, superficial comprehension, and missing the point of a story. It gives the teacher and the pupil a better understanding of the child's reading status and opens the door to better harmony between teacher and pupil. By identifying the problem both can clarify the goal. In so doing they have a common goal and both in working together can achieve improvement in reading. The teacher's specific goal is to help the child overcome his reading problem and the child's goal is to attempt to improve his reading skills in the areas indicated by the test. His cooperation will become an important factor in this program, since he is included in the program and can understand his own needs as a result of this test.

This test fits in with the basic philosophy of education in that it provides an analysis of individual reading needs.

There are two levels of reading ability with which the teacher should be concerned. They are the instructional level and the basal level. Classroom work should proceed at the instructional level, and free reading materials, such as library books, should be selected as the basal level.

After the test is given the tester should give a copy of the analysis of results to the classroom teacher and discuss its implications with him. Thereafter both should work together to plan a program geared to meet the needs of each child.

The advantages of using the Informal Reading Inventory technique are as follows:

1. *Cost.*—Since classroom materials are used and since the test is teacher-made there is little or no cost involved.

2. *Direct and rapid administration.*—This test can be given at any time. There is no need for a manual to score or interpret the test or to be concerned over the reliability or validity of a general test score. Within the limits of professional preparation, the teacher can proceed rapidly and directly with an analysis of needs.

3. *Validity.*—The materials are taken from instructional materials and thus a number of types of materials can be appraised. In addition the size of type, length of line and vocabulary are controlled.

4. *Learner's awareness of needs.*—An excellent means of developing the learner's awareness of his needs in reading is provided.

5. *Awareness of progress.*—The test can be used to show how much progress has been made. Teaching, therefore, is not divorced from testing as is often the case.

6. *Appraisal of achievement level and specific needs.*—This is done in one operation.

7. *Selection of interesting material.*—Since regular instructional material is used, material of interest to the reader can be selected.

8. *Graded readability of the material.*—Since most materials are graded by authors and publishers, it is easy to grade materials used.

9. *Instructional value of the test situation.*—All instruction should be based on analysis of needs. The informal reading inventory gives direction to both instruction and learning if the purpose of analysis made is to propose and to establish goals.

## WORKSHOP XV—SUITABLE READING MATERIALS FOR THE DEAF CHILD

(Leader: Miss ADELE THOMAS, supervising teacher, California School, Riverside)

(Recorder: Miss ADELE BRUNJES, Mill Neck Manor School, Mill Neck, N.Y.)

The group spent the morning session discussing the question "Is it better for the deaf child to complete and understand one reader, or is it best for him to come into contact with many readers on the same level but not be held to complete comprehension?"

After much discussion on materials used, we felt that we could not come to a simplified answer because of the diversified opinion within the group and because of so many dependencies: school findings, materials on hand, teacher's background, size of class, individual differences within the class and the backgrounds of the pupils. The group agreed that contact with many readers was best.

During the afternoon session three questions were discussed.

(a) Should the deductive or the inductive method be used in the area of problem reading in science?

It was decided that a series of books to build up reading systematically should be used. Experiments should be used for motivation to stimulate supplementary reading.

(b) What should we do with a child who has reached a plateau and the supply of reading materials has been exhausted?

Teacher-made material could be used. Children should be shifted to recognize individual differences.

(c) Do we have to rethink our goals for those having reading problems?

We need to rethink our goals. Techniques suggested included starting at an earlier age, putting pupils into shops for vocational training, but fitting language in when the child returns to class, and by using an intensified reading program. The session closed with a strong feeling that books on 35 millimeter slides are urgently needed.

## WORKSHOP XVI—THE LIBRARY IN A SCHOOL FOR THE DEAF

(Leader: Miss KATHARINE CASEY, Georgia School for the Deaf)

(Recorder: Mrs. ELLEN W. RHIAN, Maryland School for the Deaf)

The discussion was divided into three parts:

1. Selecting the materials.
2. Motivating the children to read.
3. Using the library.

There was much interest in selecting the materials. Selection of materials from the usual library aids is not as satisfactory for our libraries as is seeing the books and choosing each one for its suitability. Some helps listed were:

1. The Wisconsin list.
2. The Illinois list.
3. The Lexington School list.
4. Volta Book reviews.
5. Children's catalog.
6. Publishers catalogs used with care.

The consensus of opinion was that much suitable simplified and adapted material should be included in collections of schools for the

deaf. Simplified classics by Globe and Webster were recommended. Controlled vocabulary books such as those by Bobbs-Merril, the biography series, the "I Want to Be" books "First" books, "All About" books, "I Was There," "Real Books" and "Landmark" books. Some good authors for deaf children's lists are: Beim, Witty, Tenski, Dolch, Blough, and Dalglish.

Books for recreational reading should be about two grades below the child's reading level. Amounts per child spent on books were reported to vary from \$1 for books, magazines, and visual aids to \$2.50 for books alone. Books are selected by the librarian and by committees of teachers and the librarian.

Using the library should be a cooperative project between the teacher and the librarian and cannot succeed unless it is followed by assignments requiring use of reference material.

Ways of motivating children included: story telling for all age groups, bulletin boards, trips, contests, book reports, and summer reading programs.

The group suggested that a newsletter be circulated among our school librarians with suggestions and ideas for others.

MONDAY, JUNE 29, 1959

#### SECTION ON MULTIPLE HANDICAPS

Gottlieb School auditorium—Section leader: Miss Margaret S. Kent, head teacher Maryland School, Frederick

9-9:45 a.m.

##### Keynote speakers:

Dr. Powrie V. Doctor, editor, American Annals of the Deaf, Gallaudet College, Washington, D.C., "Reporting of Multiple Handicaps to the Annals"

Dr. Milton Brutten, director of Child Study Department, Pennsylvania School for the Deaf, Philadelphia, "Some Problems Relating to Differential Diagnosis"

10-11:30 a.m.—Panel discussion

Moderator: Dr. June Miller, educational director, Department of Hearing and Speech, University of Kansas Medical Center, Kansas City.

##### Panel:

Dr. Milton Brutten, director, Child Study Department, Pennsylvania School for the Deaf, Philadelphia

Mr. Daniel Burns, head, Department for Deaf-Blind Children, Perkins School for the Blind, Watertown, Massachusetts

Dr. Powrie V. Doctor, editor, American Annals of the Deaf, Gallaudet College, Washington, D.C.

Mr. Myron A. Leenhouts, principal, California School for the Deaf, Berkeley

1:15-2:15 p.m.—Group discussion

Deaf-Blind: "Evaluation and Education of Deaf-Blind Children in the United States."

Leader: Mr. Daniel Burns, Perkins School for the Blind

Recorder: Mr. Joseph Giangreco, Iowa School for the Deaf

##### Emotionally disturbed deaf:

Leader: Dr. Milton Brutten, Pennsylvania School

Recorder: Mr. Ralph L. Hoag, Arizona School for the Deaf

##### Mentally Retarded and Deaf:

Leader: Mr. Myron A. Leenhouts, California School, Berkeley "The Mentally Retarded Deaf"

Recorder: Mrs. Doris Hudson, Arizona School for the Deaf

**Aphasic and deaf:**

Leader: Dr. Frank Kleffner, Central Institute for the Deaf

Recorder: Dr. Cornelius P. Goetzinger, University of Kansas Medical Center  
(This is also a Research Section Workshop.)

2:15-2:45 p.m.

Workshop participants and recorder formulate report.

3-3:45 p.m.

**Section meeting to summarize workshops.**

Bibliography provided by Central Index of Research on the Deaf, Dr. Stephen P. Quigley, director.

Interpreters: Mary Alice Benson, Melvin H. Brasel, Lloyd A. Ambrosen, J. E. Harold Ratai, Floyd J. McDowell, Doris Hudson, Rachel L. Tate, Edward Reay, Gilbert Delgado, Barry Griffing, Joe R. Shinpaugh.

**Miss KENT.** I want to welcome all of you to the workshop on multiple handicaps and deafness. Our topic, which deals with the identification and training of deaf children with other handicaps, is of increasing concern to all of us. Through keynote speakers, panel discussion, and group meetings, we will attempt to bring some of the more pressing problems into clearer focus.

Our first speaker literally needs no introduction for he is "Mr. Convention" himself. I consider it a distinct honor to present Dr. Powrie V. Doctor, editor of the American Annals of the Deaf, Gallaudet College, who will speak on "Reporting of Multiple Handicaps to the Annals."

### WORKSHOP ON MULTIPLE HANDICAPS

(**POWRIE V. DOCTOR, Ph.D.**, editor, American Annals of the Deaf, Gallaudet College, Washington, D.C.)

Miss Kent and members of the Workshop on Multiple Handicaps; it is a pleasure to be here this morning and talk with those teachers of the deaf who are not only interested in teaching the deaf pupil, but also the pupil who may be deaf, and in addition have some other handicap which may be as baffling as deafness from an educational point of view, and sometimes even more so.

Before discussing multiple handicaps in the field of deafness, we should analyze, first of all, the various handicaps encountered in the field of the single handicap of deafness. Sometimes I think the handicap of deafness resembles an iceberg, the one-fourth that shows above the water is the fact that a deaf pupil is handicapped in the area of hearing and speech. The three-fourths of the handicap that does not show, and is below the waterline are the handicaps following in the wake of deafness, the educational, emotional, social, and employment handicaps that accompany deafness.

The physical handicap of deafness implies two immediate handicaps, one in the area of hearing, and one in the area of speech. Jerome Cardon was the first in history to make this discovery, and it is to his discovery that we owe so much. Thus at the very outset we are dealing with two physical handicaps instead of one.

Some teachers and educators today, working in allied fields in special education, remind us sometimes that we should refer to deafness as a problem in hearing and thus we would be taking a more positive at-

titude than in discussing deafness, which might be labeled a more negative approach to the problem. In other words, we should discuss at greater length what the pupil has than what he has not. In my estimation this sounds very nice, but you soon find out, after teaching the deaf for a few years, that most of the pupils in a school for the deaf are handicapped more from the problem of deafness than from lack of hearing.

I am, personally, a bit afraid to think of the deaf pupil as only a pupil suffering from a hearing handicap. I wish this were true. The average deaf pupil, and remember I am referring to the deaf boy or girl who was born deaf or became deaf before he developed a pattern of speech or of language, is confronted with physical, educational, emotional, social, and employment handicaps. We teachers of the deaf know this and when we refer to a deaf pupil we think of a pupil who has a problem in hearing, yes, but also as one who has a problem in speech, in language, in thought, in personality adjustment, and in finding a job. This is what we refer to when we speak of the word deafness.

If a normal deaf pupil is confronted with all of these various problems, what is the status of a deaf pupil who is, in addition, blind, brain injured, cerebral palsied, mentally retarded, aphasic, or crippled? Sometimes the problem may not be as great as that of the normal deaf pupil, as society does not expect as much from a person with so many handicaps as from the pupil with one. However, the problem may be greater for us in the educational field of deafness, as we are expected to develop a structured form of educational devices for the multiple handicapped pupils.

I believe the frontier in the field of deafness in the latter part of the 20th century lies in the field of the multiple handicapped.

The 19th century saw the establishment of schools for the deaf, the beginning of teacher training on a professional basis, and the establishment of definite patterns of teaching the deaf. The first part of this century saw the establishment of electronic amplification in our schools. The problem now, as I see it, is in the area of deafness with additional handicaps.

We have always had pupils in schools for the deaf who were deaf and something else, but of late years we seem to have more. Perhaps it is because we are diagnosing more scientifically the problem of hearing. It may be that we are getting more and more pupils into schools than formerly. It may be that we are more conscious of multiple handicaps. It may be, however, that modern medicine is saving the lives of some children who, 25 years ago, would have failed to survive, but now are being kept alive, but sometimes at the price of living and being deaf and something else.

In 1954 we started listing the number of pupils in schools and classes with additional handicaps. Each year the number of pupils reported has increased. In the January 1959 Annals 509 pupils in the United States were reported as being aphasic and deaf, 122 as blind and deaf, 582 as being cerebral palsied and deaf, 202 as orthopedic and deaf, 1,125 as being mentally retarded and deaf, and 280 as being brain injured and deaf. This gives us a total of 2,820, or 11 percent of the entire number of pupils reported in the Annals as being in schools and classes for the deaf. It is important to note

that the pupils were reported as being in all types of schools and classes.

I have been reminded from time to time that all the multiple-handicapped deaf are not listed in the Annals. I am well aware of this, but if regular classes for such pupils are not given in mental institutions, these institutions cannot be listed. I am happy to say that much more interest is being shown in such institutions. Three such institutions in California are reported as doing such work. One institution in Minnesota is doing such work, and a new unit is being inaugurated in Lapeer, Mich. We also know that there may be classes for these multiple-handicapped children in schools for cerebral palsied, and in other special education groups.

What can we, as teachers of the deaf, do in this particular field? I believe one thing we can do is to regard the teacher of multiple-handicapped deaf children on an equal basis with other teachers of the deaf, and possibly, if the teacher has additional training, to be even more professionally trained. We can also do our bit in encouraging teachers in training to enter this field. In the 19th century we had to encourage teachers to enter the oral phase of teaching, in the early 20th, in the auditory training field, and at the present time it is probably in the field of multiple handicaps.

I am sure all of you will read with interest the extensive bibliography by Dr. Quigley on multiple handicaps. One other way that as teachers of the deaf we can help in this field is to write more professional articles on the subject and publish them in educational journals. We receive so many requests at the office of the Annals for reprints on this phase of the educational work for the deaf. Miss Kent's article on "The Aphasic Child in a Residential School for the Deaf" is an excellent example of what can be done along this line. We sell many copies of Dr. Helmer Myklebust's article, "The Deaf Child With Other Handicaps." The only article we have on the deaf child with emotional problems is the fine article by Dr. Elwood Stevenson entitled, "The Mentally Deficient and the Emotionally Disturbed Child."

Some of you will say that we need more research in this field. We do, but I believe also, we need more articles on how to teach deaf children with other handicaps. We should not restrict ourselves by any means to reading just the journals and periodicals in our own field. We should explore the journals for articles on the brain injured and see how language can be taught in those areas. I am sure the journals dealing with mental retardation can be read with value. We must remember that the Yale Chart, the Fitzgerald Key, Wing's Symbols, and the Five Slate System, were all instigated by regular teachers of the deaf, not professional research men and women.

I am most happy to see so many here this morning evincing an interest in this particular workshop. I am sure that you will gain a great deal by pooling your interests and exchanging various points of view on problems to be met in this field.

Recently I heard an address in which a book by a scientist was quoted at some length. Long before the North or South Pole had been discovered this scientist predicted in what year men would reach various distances from the poles. He had outlined it carefully as to longitude and latitude. As the years passed and men actually conquered the frozen wastes lying near the poles, men looked back on this

scientist's predictions and marveled at his accuracy. Today we read the timetables for men conquering space. We are not surprised when certain things happen in outer space. We almost expect it.

We are at present laying the groundwork for education in the field of multiple handicaps. We may receive temporary setbacks in our program in this particular field, but eventually it will take its place as a professional aspect of our work, as other areas have done. We can almost foretell future developments in this area as other men foretold the slow, gradual progress toward conquering the icy wastes around the poles. The workshop here this morning is an adventure. It is probably the first such complete workshop in all the various multiple handicaps in the field of deafness ever to be held in a Convention of American Instructors of the Deaf, which held its first meeting in New York City 109 years ago. Just as those hardy pioneers conquered the frontier in and around these lands surrounding the Rocky Mountains, so will we too conquer the new problems that arise in our field of endeavor.

Thank you.

Miss KENT. Our next speaker is Dr. Milton Brutten, director of child study at the Pennsylvania School for the Deaf in Philadelphia. Dr. Brutten will speak on "Some Problems Relating to Differential Diagnosis."

#### SOME PROBLEMS RELATING TO DIFFERENTIAL DIAGNOSIS OF AUDITORY DISORDERS IN CHILDREN

(MILTON BRUTTEN, Ph.D. director, Child Study Department Pennsylvania School for the Deaf, Philadelphia, Pa.)

A renowned anthropologist, viewing human personality, has stated: "Every man is in certain respects like all other men, like some other men, and like no other man." We have come in recent years to a growing awareness that the deaf child, also, is a highly variable and complex organism; that he is in some ways comparable to all other deaf children but in certain respects like some others and in still others like no other deaf child. This awareness has immeasurably complicated the task of finding, evaluating and educating children with various auditory disorders, those whose auditory disorders are interwoven with still other handicaps and, in assessing and meeting the special requirements of a highly individual problem of the youngster with the communication handicap. At times the special case is so individual, even unique, that the inevitable question arises as to the suitability of his inclusion in a school for the deaf.

Research originating in major university audiology centers and diagnostic appraisals based on such research have played a pivotal role in bringing about these new developments. The educator of the deaf has the responsibility of making himself aware of these widening prospectives; he should attempt to acquaint himself with developing theoretical approaches and be able to appraise critically the value of advancing diagnostic techniques and appraisal methodologies. Also, he should expect or hope to find, on the basis of these approaches and techniques, effective and individualized means of instruction. Simply, the educator looks for the practical application of the refined methods and techniques within the educational process.

However, a curious phenomenon appears to be widespread in schools for the deaf; there is a great deal of confusion, uncertainty, and occasionally paralyzing disruption in relation to the differential diagnosis of auditory disorders in children. Szent-Gyorgy, the pre-eminent physiologist, has stated of muscle action, "The more we know about it, the less we seem to understand. Probably we shall soon know everything about muscle action and understand nothing." A great deal has been learned with respect to the auditory disorders of childhood, but a clear understanding appears not sufficiently to have penetrated through to the educator. There appears to exist, at least in our geographical area, a real discontinuity between the audiology center and hospital hearing clinic on the one hand and the school for the deaf on the other, sometimes with unfortunate or dire practical consequences. We seem to regard the children who come within our purview from distinct, sometimes conflicting, points of view; we are at odds in relation to the ways in which we categorize and classify them; the educator may be called upon to revise the curriculum and training program to meet the needs of youngsters with a variety of diagnostic classifications but is uncertain as to how to proceed or is subjected to a welter of conflicting views concerning the educational procedures which the diagnostic classification system seems to incur.

As a personal sidelight, it might be well to explain that these issues have come within my field of vision because I have had the opportunity to function in both settings, first of all as audiologist in a diagnostic center, and, for the last year, as director of clinical services in a school for the deaf. In making this transition, it has been necessary to revise certain preconceptions and eschew academic dogmatism. There has occurred the sometimes chastening opportunity of living with, or living down, errors in judgment in relation to youngsters previously examined in the audiology clinic with which I was associated. Also, the occasion has arisen during the past year to explain our own audiological evaluations and those of others to teachers and administrators and to attempt to think through with them the practical day-to-day applications of these appraisals.

Probably, many factors underlie the disjunction between the diagnostic center and the educational institution. We specialists in communication are, unfortunately, not exempt from informational lags and communicative breaches in our own professional relationships. The educator has been exposed to a distinct training and background and may find it difficult to accommodate his approach to the hearing handicapped child to the conceptual framework of the audiological clinician. It takes time for new formulations to alter or displace more traditional views. It is extremely difficult to evaluate and to judge the applicability of the views which do succeed in taking hold and to bring these views to thorough and discerning test in the crucible of critical experience in the realistic educational situation. On the one hand, resistances may block acceptance; on the other, the educator may be stampeded into a premature and uncritical acceptance, only later to be disillusioned and bewildered when he finds that the theoretical orientation or methodological approach is of uncertain applicability or has not been productive of practical benefit in terms of program modification.

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It may be useful to bring to the foreground an analogous situation in the area of clinical psychology. Until a relatively short time ago the problem of mental deficiency was seen as a simple and unitary one. Children who did not progress, particularly academically, were classified as mentally retarded without regard to etiology, type, or severity. Porteus<sup>1</sup> and others have chronicled that in the early heyday of psychological testing the Stanford Binet intelligence test was employed as the exclusive, infallible touchstone of mental deficiency and consequent institutional placement. Occasionally, curious decisions eventuated; in one case a diagnosis of mental retardation on the basis of the Stanford Binet brought about the placement at the Vineland Training School of Jan Masaryk, later to become Prime Minister of Czechoslovakia. Porteus relates that more diverse and sophisticated approaches to mental retardation came forward only against overwhelming resistance, bringing in the wake of more refined diagnostic procedures a more decisive understanding of mental deficiency and its educational implications. However, with the refinement in techniques, classifications and subclassifications have proliferated and institutions for the mentally retarded are frequently beset by indecision with regard to test interpretation and diagnostic clarification. The question repeatedly arises whether, for example, a youngster is truly retarded, in the sense that he has sustained some constitutional limitation, is restricted in performance as a result of central nervous system impairment, or is functionally retarded on the basis of emotional deprivation or traumata. In the latter instance, a diagnosis of infantile autism or other form of childhood psychosis, may bring in its train the very serious questions whether the child can be educationally classified as mentally retarded or requires placement in a special therapeutic setting designed to meet the needs of emotionally disturbed children. Myklebust<sup>2</sup> in discussing the multiply handicapped deaf child, has recently stated:

Knowledge of individual differences of children continues to grow \* \* \*. We find improved techniques for diagnosis and evaluation of learning and behavior. However, in a sense, instead of finding answers and solutions to the complex problem of the human being we simply redefine and further segmentize these problems.

In our quest for certainty, it is all too easy to assume that solutions are within reach rather than to recognize that more complex problems are constantly opening up to us. There is a tendency to endow our formulations, categories and diagnoses with independent existence apart from the operations we have utilized in order to arrive at them. We may diagnose as deaf, autistic, or aphasic under the illusion that these static categories have a substantial and immutable existence of their own. It would be well to keep in mind the stricture of philosophers of science, notably Bridgeman<sup>3</sup> who has shown:

There is no assurance whatever that there exists in nature anything with the properties like those assumed in our definitions. It is the nature of experiment to discover whether concepts so defined correspond to anything in nature \* \* \* It is a great shock when \* \* \* concepts accepted unquestioningly are inadequate

<sup>1</sup> S. D. Porteus, "The Porteus Maze Test and Intelligence" (Palo Alto: Pacific Books, 1956).

<sup>2</sup> H. R. Myklebust, "The Deaf Child With Other Handicaps," *American Annals of the Deaf*, vol. 103 (1958), 496-509.

<sup>3</sup> H. Feigl and M. Broadbent, "Readings in the Philosophy of Science" (New York: Appleton-Century Crofts, Inc., 1953).

to meet the actual situation \* \* \* We must be prepared for new facts of entirely different character from those of our former experience \* \* \* we must give up the demand that all nature be embraced in any formula \* \* \* we mean by any concept nothing more than a set of operations; the concept is synonymous with a corresponding set of operations.

Instead of thinking solely in terms of static diagnostic categories it would be helpful for the educator to appreciate the operations in terms of which auditory disorders are discriminated, arrayed, and classified. Returning to the parallel with the field of mental deficiency, we find that in the past all youngsters who failed to respond to sound, or sustained a substantial reduction in auditory sensitivity, were classified as hard of hearing or deaf. Auditory sensitivity was evaluated almost solely in terms of audiometric test response by air conduction. Myklebust<sup>4</sup> and others have shown us how limited and inadequate a view of auditory behavior underlay the premise that all children could be suitably approached through this solitary diagnostic procedure with the expectation that its results would lead to accurate classification and academic placement.

Today, the diagnostic evaluation is typically intensive and multi-dimensional and views auditory behavior in the total behavioral context. There is increased emphasis upon distinguishing the types and severities of auditory disorders, measuring their dimensions, and attempting to pattern out their significance for the child's overall growth and development. But new complexities and uncertainties have arisen out of these very advances; we are uncertain of the existence of the various diagnostic categories that have been specified or of the educational inferences to be drawn from them. It is not relevant to discuss the specific diagnostic procedures at this time but the educator should be aware of some essential characteristics and limitations of the auditory test battery. These procedures are specialized forms of psychological tests. They approach the problem of hearing through isolating out and exposing to systematic observation a particular sector of behavior. The audiologist is concerned with auditory behavior, the manner in which the child responds to particular sensory stimulation in the clinical situation. Hopefully, this segment of behavior is a representative sample of the child's characteristic response pattern in other situations, or stands in some demonstrable relation to it. The psychologist and the audiologist is aware that this particular behavioral sample may not be typical or characteristic; he must attempt to evaluate—and this may upon occasion be extremely difficult—whether there is substantial correspondence between the child's observable response pattern and his reactions to auditory stimulation in ordinary life. The value of psychological tests, including audiological procedures, lies in their predictive function; the clinician is concerned in employing a test procedure with learning how people differ from each other or from "a norm" in some vital respect not only at the current juncture of time but also in respect to the future.

How well a particular procedure predicts the significant potentials in regard to language development and academic achievement depends upon the suitability of the test, the adequacy of its norms and its reli-

<sup>4</sup> H. R. Myklebust, "Auditory Disorders in Children" (New York: Grune and Stratton, 1954).

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ability and validity.<sup>5</sup> In relation to clinical audiology, Frisina<sup>6</sup> has recently indicated that reliability refers to repeated responses to equivalent stimuli, and validity to the degree to which the individual's responses to sound reveal his true auditory capacity. In spite of momentous advances, our evaluative techniques are still relatively crude and primitive, with a wide band of uncertainty. The possibility of error is a built-in characteristic of every test situation; in standardized tests it is statistically defined in terms of the validity and reliability of the measure. Where validity and reliability are high, the error of the measure is correspondingly low and vice versa. But, very little is known about the reliability and validity of our diagnostic approaches or of the overall evaluative battery. Therefore, it would appear safe to consider that, at this juncture in their development and standardization, there is considerable possibility of error. This, of course, corresponds with a reduction in the predictive value of the test techniques. Goldstein,<sup>7</sup> while continuing thorough experimentation with electrophysiologic approaches to hearing testing, has repeatedly cautioned us concerning their uncertainty and has pointed out multiple sources of error. We might underscore that these techniques are still quite subjective and particularly difficult of application with the very young, with children who have sustained severe nervous system impairments, and with psychotic youngsters. The differentiation between these conditions and true peripheral hearing impairment was precisely the area in which we initially hoped the new techniques would offer more definitive diagnostic clarification.

Since the operations involved in establishing a clear-cut differential diagnosis may be limited in stability and objectivity, it would appear judicious to state diagnostic impressions based upon these operations with caution. Parents, and even professional personnel, may tend to draw hasty, ill-considered conclusions on the basis of professional opinion which may disrupt or retard a child's educational course. In our society, diagnostic formulations, particularly those backed by the reputation of a major university or medical center, tend to crystallize into a fixed bias. They predispose toward certain educational placements or methods of instruction with which the child, as a representative of a particular class of communicative disorder, is expected to conform. The educator may be held to account when the child's progress does not accord with the expectations which the diagnostic label seems to imply. Every diagnosis should perhaps be considered a tentative formulation representing a provisional view of the youngster's problem in terms of admittedly imperfect and fallible appraisal techniques. It is granted that considerable humility is required to formulate impressions as tentative and provisional, subject to further test over a period of time. Certain clinical facilities, for example, Central Institute for the Deaf, have the advantage of direct association with a school program, so that tentative formulations can be revised periodically in the light of the child's response to specific teaching methods. Relatively few audiology clinics have this opportunity.

<sup>5</sup> L. J. Cronbach, "Essentials of Psychological Testing" (New York: Harper & Bros., 1949).

<sup>6</sup> D. R. Frisina, "Basic Considerations in Auditory Training," *American Annals of the Deaf*, vol. 103 (1958), pp. 459-466.

<sup>7</sup> R. Goldstein, "Detection and Assessment of Auditory Disorders in Children Less Than 3 Years Old," Reprint No. 661, Washington, D.C., the Volta Bureau.

We may consider as one segment of this overall problem the differentiation between "true" deafness and such overlapping classifications as receptive aphasia, central deafness, central language disorder, auditory imperception and similar designations. In my experience, educators of the deaf are uncertain and insecure in relation to these alleged categories. Definitions and diagnostic criteria are variously and conflictingly expressed by clinical audiologists; grievously differing educational inferences are drawn from them. Even the question of their very existence is clouded. On the one hand, a recent symposium<sup>8</sup> published by the American Speech and Hearing Association suggests startling unanimity in virtually denying that any of these categories of communicative disruption exist. On the other hand, we are assured that one outstanding audiology center finds that 70 to 80 percent of presumptively deaf youngsters are afflicted by some central auditory lesion.<sup>9</sup> The educator is urged "to wake up to the needs of children who have these diverse diffuse central language disorders." But Goldstein<sup>10</sup> candidly asserts that our testing techniques are not yet conclusive in differentiating the conditions for which the educator is expected to plan:

There is only limited evidence that results on various hearing tests can be associated with various pathological conditions \* \* \* we can say that loss of auditory sensitivity is associated with organic defects of auditory nerve and cochlea; problems of language comprehension and production with organic defects of some portion of the central nervous system. We have very little knowledge of how much or what kind of CNS lesion may be responsible for loss of auditory sensitivity, or of how much damage there is in the periphery in persons with language dysfunction.

The difficulty is compounded by a widespread uncertainty as to what portions of the auditory mechanisms are involved in so-called peripheral deafnesses and where the lesions occur that give rise to a central language disorder. In some quarters, aphasic or "aphasoid" conditions are considered to be related to cortical damage. But more and more youngsters are being classified as cases of central auditory imperception although their problem may relate to a lesion which is assumed to be quite peripheral, that is, a lesion up to the level of the ganglion cell structure of the midbrain.

In this sense, peripheral deafness is restricted to end organ deafness, up to the level of the first neural synapse. It is conceivable that PGSR audiometry can yield evidence of normal or nearly normal auditory sensitivity in the presence of a midbrain lesion occurring anywhere above the first neural synapse. I should like to inquire into the educational usefulness of differentiating between peripheral (end-organ) deafness and presumed midbrain deafness. It is relevant to inquire what is the evidence that midbrain deafness gives rise to disturbance in language interpretation rather than to limited sensitivity. In other words, does the youngster with an unimpaired end-organ and presumed midbrain deafness respond better to methods for the instruction of the deaf or to the constructive and ingenious approaches which have been developed to cope with the

<sup>8</sup> S. F. Brown, Ed., "The Concept of Congenital Aphasia From the Standpoint of Dynamic Differential Diagnosis," *A symposium published by the American Speech and Hearing Association, 1959.*

<sup>9</sup> Panel discussion, "Hearing in Children" from International Conference on Audiology, May 13-18, 1957, St. Louis, Mo. Published in the *Laryngoscope*, vol. LXVIII (1958), pp. 218-253.

<sup>10</sup> *Ibid.*

problems of children who really do present a picture of disruption in language interpretation on the basis of cortical damage. We are finding at the Pennsylvania School for the Deaf that a diagnosis of central language disorder is not always inconsistent with adequate, sometimes superior, academic progress under conventional teaching methods. We have in attendance a number of these youngsters who are responding favorably to auditory training and who are able to interpret sound (including speech) which is sufficiently amplified, just as do other children with acknowledged end-organ deafness. In the face of our experience, we raise the question whether the distinctions are useful and give rise to important educational implications. Goldstein<sup>11</sup> it should be noted, has remarked:

We know very little about success in educating children whose disorder can be described as defective auditory perception, or inability to produce or to understand language \* \* \* there are no comprehensive reports in which an educational method has been described, the children taught by this method clearly defined and enumerated and careful assessment of results presented.

Yet, at least in our area, schools for the deaf have been reluctant to accept youngsters who are said to possess a normal auditory end organ; where local facilities do not exist for the special training of aphasoid youngsters such children have occasionally been excluded from schools or have been assigned to classes for the mentally retarded or other inappropriate educational situations. At other times, these youngsters have been accorded admission into day classes or residential schools, but the teachers have been disconcerted or apprehensive because of the implication that special methods very different from those for the ordinary deaf child should be utilized.

The school or special class for the hearing impaired youngster has always been called upon to educate children with major language handicaps. They will doubtless continue to cope with the broad and variable spectrum of communicative disorders in children. Myklebust has recently<sup>12</sup> expressed his hope that the schools for the deaf will wittingly broaden their area of responsibility to encompass the various categories of language handicapped children, including those with multiple handicaps. It behooves the educator and the clinical audiologist to appreciate each other's approaches and problems and to attempt to bring into harmony their separate and occasionally conflicting orientations so that the needs of the language handicapped child can best be met. The educator has the responsibility to welcome and apply methodologies which have proven merit in relation to the various auditory disorders which are validly and usefully differentiable from each other.

Miss KENT. I believe we have a very good panel to answer the questions relayed to us from around the country. Most everyone thinks of a questionnaire first on this type of program, and we sent one around the country. The questions we got were very provocative, and frankly, we were stuck with them, but we felt we had to do something with them, so this panel is the outgrowth of those questions.

We are especially fortunate to have obtained the services of Dr. June Miller as moderator of our panel. Dr. Miller is educational

<sup>11</sup> Ibid.

<sup>12</sup> H. R. Myklebust, "The Deaf Child With Other Handicaps," *American Annals of the Deaf*, vol. 103 (1958), 496-509.

director of the department of hearing and speech, University of Kansas Medical Center at Kansas City. The other members of the panel are: Dr. Powrie V. Doctor; Dr. Milton Brutten, director, child study department, Pennsylvania School for the Deaf; Mr. Daniel Burns, head, department for deaf-blind children, Perkins School for the Blind, Watertown, Mass.; and Mr. Myron A. Leenhouts, principal, California School for the Deaf at Berkeley. Will you take it from there, Dr. Miller.

#### PANEL DISCUSSION

**Dr. MILLER.** Thank you very much. I can't help but be reminded this morning of the number of teachers of the deaf who have said, "Just give me a class of normal deaf children," but I also cannot help but remember Dr. Goldstein when he said:

Any person can teach a bright child, but it takes a well-trained teacher of the deaf to teach many of the children with other problems they might have.

I think today that we want to find out how can we teach these deaf children.

On our questionnaire we have a rather large variety of questions, but yet some excellent categories—our definitions, or we can discuss differential diagnosis, the kind of programs, teacher training, and others. I do not feel that we can discuss every one of these categories within the next hour in an adequate manner, and I am going to ask the members of the panel which one of these would we perhaps start off with for 15 minutes, and then maybe go to another category. Mr. Leenhouts, would you like to start? Do you have a preference?

**Mr. LEENHOUTS.** I think probably the matter of differential diagnosis is one of the highlights now in our thinking, and being first on our agenda, we might discuss that first.

**Dr. MILLER.** That seems to be satisfactory. What, may I ask, is a differential diagnosis? Dr. Brutten, you have been talking about some of our pitfalls. What kind of a thing are we thinking about?

**Dr. BRUTTEN.** In trying to achieve a differential diagnosis, in the first place we wish to isolate those youngsters who are deaf, but whose deafness may include problems which have come to be seen as essential or characteristic attributes of deaf children. For example, it has come to be seen there are certain things that are inherent in the very category of deafness, and which limit or affect the child's educability. There may be certain perceptible disorders which also are a nearly intrinsic part of a deaf constitution. Dr. Doctor has mentioned that deafness imposes certain emotional hardships, or problems upon youngsters, but we must differentiate between these children who are deaf—peripheral deaf—from those children who have other disorders which simulate deafness; children who have a receptive aphasia, or central aphasia, and there are such children, and children who are mentally retarded; children who are brain injured with or without concomitant disabilities in language learning. The clinical procedures for diagnosing between these various auditory disorders are very involved and elaborate indeed. It necessitates a very careful study, not only of the auditory apparatus, but also of every aspect of a child's growth development and behavior, in case histories, medical background and so forth. The audiological team and other personnel are required to assess the child's behavior. A standing set of

formal auditory tests is applied and the data coming from these tests must be placed side by side and conformed to see if they add up to some kind of consistent or coherent behavior. Once these tests are established, or administered, it should be I think, subject to revision on the basis of educational observations. It is very difficult, with even all the tests we have, to establish a differential diagnosis on a one-shot basis. It is subject to variations on the basis of experience and educational effort, and one should, in making his diagnosis, be very firmly aware of the grave possibility of error, and in my view, state his finding, or findings, or his interpretation of his findings in terms of a provisional diagnosis, a best guess, so to speak.

Dr. MILLER. Thank you. Mr. Burns, you and the Perkins School have had a screening team in operation for a little while. You have to do, in a way, with one-shot screening. Would you care to elaborate a little bit on that?

Mr. BURNS. I would hasten to add that June had all the work done on that. There were 4 of us on the team, and one guidance counselor interviewed parents. Two of us gave a psychological evaluation. We were able to go in and see 10 youngsters and take care of them in about a 2-day period. I hasten to add here that most of the work was done—a complete medical history was prepared by June and her team. It has worked out. Formerly, responsibility used to be on one person's say. I went, or a member of my staff went, and it's a pretty ticklish thing for one person to decide. Now, I have heard it said you would like to say, "Just a normal deaf child." I would like to see a normal deaf-blind child. There just ain't such a thing any more, because out of 26 youngsters we had this year, all but 2 had a third and fourth handicap. Brain damage, aphasia, cardiac—you name it and we have it, so it is a very ticklish thing to plan a program for these youngsters, and before we can consider education we always do a pretty thorough job of diagnosis. It's terribly important to us.

Dr. MILLER. In your school, Mr. Leenhouts, we know you have a diagnostic team, or members of a team.

Mr. LEENHOUTS. Yes. I would like to describe our evaluation program. I know there are many schools for the deaf that do not have a psychologist on the staff. We are fortunate enough to have had one for the last 15 years, and at present we have Dr. Fusfeld, who is not only a longtime educator of the deaf, but I feel a very wonderful psychologist and a fine man insofar as his knowledge of the deaf is concerned, and his ability to work with children.

In our evaluation process we start with our application form, and our application form has about 90 items in it, and we feel that we can get quite a lot of free information about our children before they even come for evaluation tests. He insists always that the parents come, or at least a parent comes along with the child, and he gets familiar with the parents and gets a lot of case history that is not in our application form, and Dr. Fusfeld sees that all the personnel who are going to be a part of the eligibility committee perhaps meet the child, and meet the parents. This would include the supervising teacher, the dean of students, and the superintendent, and the reason for all of us meeting the child and observing him, at least, is to perhaps later to be able to sit down as a committee to decide on the eligibility of the child. Now, as for the evaluation itself, Dr. Fusfeld gives the child an audiological

test, and Dr. Fusfeld has emphasized to me many, many times, and I think he is becoming to feel more and more emphatic about the thought that the actual IQ in itself does not mean very much. The various tests that are used give some cue to the mental and emotional possibilities of the child, but more than that, Dr. Fusfeld feels that he gets much more information in his evaluation by observing the child as he is testing the child. Does the child sit down as he comes into Dr. Fusfeld's office and give you the once-over rather intelligently, or does he jump up and down, or lunge for an inkwell, or does he run around to the back of the room and pull out the files? Does he attend well to the test being given? Does he have stick-to-it-iveness? Is he intelligent in his approach to the various tests?

Also, we have come to the conclusion that in very few cases can we make a determination on this once-over-lightly test. Occasionally we will find a child with a very low IQ, and the physical characteristics and behavior characteristics confirm these results, and we can make a pronouncement the child is mentally defective and not eligible for school, but in most cases we feel that the child should be given further evaluation and come into the school and have a trial period, so many of these children that are doubtful we bring into the school for a trial period, on a functional evaluation. I mentioned this eligibility committee. We feel that the average psychologist, or the average evaluator is pretty much on a spot if he alone has to determine the eligibility of a child for school, and especially that is so when the pronouncement is unfavorable. If this one person says "You are not eligible," there are bound to be repercussions, and a lot of problems, but if you have a committee composed of the psychologist and the principal and the dean and superintendent and the supervising teacher in which the area of the child may be placed, and this committee gets together and discusses the evaluation tests and the behavior of the child, and so forth, and then the committee can make the decision as to the eligibility of the child, it gives more authority, certainly when a pronouncement is unfavorable.

Dr. MILLER. If you take a questionable child for a period of time, is the teacher included on the evaluation team when he is revalued?

Mr. LEEHOUTS. Definitely, and if the teacher is not available for subsequent eligibility committee meetings, then the supervising teacher gets all the information and brings it to us.

Dr. MILLER. I think idealistically, this is the type of approach we would all like to have, but are we getting any closer to these types of teams in our schools, both residential and day schools? Are we getting closer to it?

Dr. DOCTOR. I think we are, and I personally, would like to refer that question to Dr. Stevenson. He has been in this work a long time. I would like to hear from him.

Dr. STEVENSON. I came here to listen and to learn. Powrie says I have been in this work a long time, almost 50 years. When I first came in I was confused. I have been confused ever since, and as I said, I came to listen to these very fine papers, and I must admit I am more than confused, but I have always been interested in the atypical deaf child. We have them. We have had them for years. The difference is, 25 or 30 years ago, we didn't recognize them as problem cases. Now, with all the possibilities of diagnostic procedures, we are

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beginning to learn that there is still another cause, perhaps greater than deafness. You know, I stand alone in many of these things—I am used to that—but I feel sorry for the deaf child who is mentally retarded or happens to be emotionally disturbed or brain damaged, and nothing done for him. We are not doing anything for our children in California. We don't have the approved diagnostic procedures. The only hope I can see is to have in a large State like California and perhaps other smaller States, get together and have a zone setup to carry that program to these children with other handicaps.

I have never disagreed with Powrie, but I disagree with him this morning. When Powrie said the residential schools are not getting these children, we are, and I might express it in this way. Thirty years ago about 95 percent of our children at Berkeley began their education with us. Today only 30 percent, and the other 70 percent are made up of these mentally retarded children, these brain-damaged children who cannot be taken care of in the day schools. They say, "This school at Berkeley, send your children there and they will take care of them." We have them, and I think other schools have them. The States, perhaps, that have more day classes, are more fortunate. I think a residential school can take care of the mentally retarded, but again comes that bugaboo. We say there are two types of mentally retarded. The first type, point 1, there are the educable, perhaps up to a limit. They will never graduate. Then the other group, the mentally retarded, point 2, who are uneducable, and I think it's wrong to have this point 2 attending a residential school. He has no chance. He is the sick child in the group, and he must spend a terrible life in a residential school for normal deaf children. I have taken a long time, but I have enjoyed the papers, and again I say, if we can speak the same language I think we have progressed, but in 50 years we have never spoken the same language, and in the next 50 years I am hoping we will arrive. Thank you.

Dr. BRUTTEN. It certainly is true, as Dr. Stevenson has explained, that schools for the deaf have always, and actually do, include in their number many children of various diagnostic categories. This has sometimes, I think, had the effect that administrators and teachers of the deaf have felt unhappy at being termed the "dumping ground," or something of the sort, and yet I don't feel that we should be on the defensive because we incorporate children with a wide variety of conditions provided we are offering them a suitable program, and provided their major handicap is that of a language disability, which may upon trial, react to and advance under the kind of educational program we offer.

Mr. LEENHOUTS. I would like to say that I think, as Dr. Stevenson has said, that our residential schools perhaps can do a lot for these atypical deaf children, a lot that other facilities may not be able to do. In other words, I think we have been very much on guard in our residential schools that we don't receive a disproportionate number of these children because I feel definitely from experience that again, a disproportionate amount of time is spent, not only by the counselors, but by the supervising teacher and myself and the superintendent, on these atypical deaf children at the expense of the normal child, and our schools are set up for normal education of deaf children, and when we spend 75 percent of our time on the few atypical deaf chil-

dren, I think we are probably not being fair to the others. At California, we have been talking for the last, at least 5 years, rather seriously of the possibility of having at least one residential school, or at least one school not yet built, as a special facility for these atypical children. This has not gotten to the detailed planning stage yet, but it seems to me if you can have your slow, mentally retarded children and your emotionally disturbed children in a—call it an isolated unit, where they would have all the facilities and all the personnel to deal with these children, that would be taking out the problem children from your regular school, and you would be doing a much better job with your normal children.

Dr. DOCTOR. I hope I didn't say that the residential schools did not take these children. Did I say that?

Dr. MILLER. No.

Mr. LEENHOUTS. I wonder if the group would be interested in some statistics regarding the atypical deaf children in California. We have a mess of them, I'll tell you. There was a survey made in 1958, and the survey was on the mentally retarded, as well as the children with other multiple handicaps, and I think this survey was rather comprehensive, and the results were these—in California we have 310 mentally retarded deaf children, and we have 154 children with other atypical handicaps, and I believe that this is approximately 15 to 17 percent of all the deaf children in the State.

Mr. BURNS. I think there is a real danger here, though, in the residential school. I know we accept youngsters who, if they have enough vision, could return to a school for the deaf, and sometimes the schools for the deaf are reluctant to take these youngsters, and I think a danger exists here, that we are getting so fancy on deaf-blind and everything, that they should go to one particular facility, when actually they could be taken care of within their own borders. Our hope is that a youngster will be able to return to a school for the deaf, or a school for the blind.

Dr. MILLER. I think we have come up with the fact that we need the team approach for differential diagnosis; that the multiple handicapped are with us, but I am going back to Dr. Brutten's remarks this morning—what, perhaps, additional members of this team do we need to help us function more efficiently than we are at the present time, or do we as team members need, perhaps, some more training in various areas.

Mr. LEENHOUTS. I think it's important that any evaluation team has not only the technical experience, but experience and knowledge of the deaf. We have tried this large team approach in California. We happen to be near San Francisco where there are large hospitals, and about 2 years ago we were working with the crippled children services on a large team approach with one of the hospitals in San Francisco, and we had the neurologist and the psychologist and the social welfare worker and many others, and to give you an example; at one of our staff meetings we had one child who was very emotionally disturbed and had been ever since she was a little girl starting in our school, and we were afraid she would become a case ultimate, so we referred her to this team, and they spent, I think, about 6 days with her with the neurologist and all the others, and I was invited over to the staff meeting at the conclusion of their findings, and all their tests indicated

this and that and the other thing about the child, but found no reason at all for emotional disturbance until the hearing clinic specialist stepped up and said, "This child needs a hearing aid." That was one time when I felt rather sour about the whole thing, because they found no reason for emotional disturbance other than we had not taught this child speech; that we had not furnished this child with a hearing aid, and this was the reason the child was emotionally disturbed.

Mr. BURNS. I think on this team approach the most important member is the teacher who has the child. Sometimes the teacher can tell you things others have no idea about.

**QUESTION FROM THE FLOOR.** Has any consideration been given to the housemother? We have found that the housemother can give us some very practical help, and although she cannot attach a fancy name to it, it is a help, and our principal or the teacher or psychologist talks to the housemother, who has the child for 18 hours of the day, and we find that sometimes they can give us a great deal of help. In turn, we have a program set up where our assistant superintendent works with the housemother in helping them decide what kind of things to look for in the way of odd behavior.

Mr. LEENHOUTS. We do that. In other words, in our staff meetings, the counselor, as we call them, is the big factor on the team.

**QUESTION FROM THE FLOOR.** Would it be out of order to ask what happened to that child you were speaking of?

Mr. LEENHOUTS. The child is an exceptionally good student. She is still in our school, thank goodness, and has, through our counsel and help come out of her emotional disturbance quite a bit. As yet, she has no hearing aid, but I believe this summer the clinic is going to furnish her with a hearing aid and give her six weeks of intensive training.

Dr. MILLER. As a moderator, I am not supposed to say anything, but I have got to say something, and that is, in our medical center situation, we have taken on the job of educating the members of the team in otology, neurology, and psychology, and we have found that we are getting far more cooperation and help in our diagnostics. We have gone to the clinic with the child, explaining to the examining physician, trying to get some of these things worked out. We feel greatly encouraged that in 10 years we have progressed from the point where the pediatrician said "If they are deaf, they are deaf—what do you want with the rest of this?" to the point where we are now working with them. So it seems to me we all need a broadening basis, not only for the deaf child, but also where the multiple handicapped child is concerned. We do have these children, whether they are in day schools or residential schools or private schools. Some of the schools in our larger States have larger facilities to provide for them, but in some of the States, where we have smaller schools, what are we going to do then? I would like to ask Mr. Roth to tell what he did about his teachers.

Mr. ROTH. We sent our teachers down to the State training school and they saw the work that was being done there, and they thought they could do a lot better job, and I think that gave them more insight or incentive to try to do a better job.

Dr. BRUTEN. There is one aspect I would like to consider for a moment, and that is the sometimes puzzling, cumulative effect of

two or more minor problems which add up into something which is occasionally more major than a single handicap. As an example, I would like to cite a youngster at our school who is now age 8. When I came to the school I was aghast that this youngster was a student at the school because she is virtually a normal hearing youngster. She has only about 20 or 30 decibel hearing loss, and theoretically, at least, she should be in a regular class with, perhaps, some additional outside training in lipreading instruction and so forth. However, she does not do well in our school, and yet intelligence tests show her to be of normal mental ability, or very little below normal mental ability, an IQ of about 85 or so. She lacks desire and urgency. She is hesitant and shy. All of this somehow has fused together to present us with a picture of a youngster who, although very mildly impaired from a hearing point of view, and essentially normal in intelligence cannot be assigned to a regulation class. This was tried a year or so ago, or a year or so before I came to the school. Our evaluation tests are not yet refined enough to pick up all the possible variations that can occur, and all the possible combinations of one disability with another, or to point out the ultimate effect of a particular mild disability in combination with others. I don't think that our hard and fast categories can be applied in a mechanistic fashion, but we must be very sensitive to the needs of the individual youngster, and must be very free in our thinking concerning the place in the community resources which are most readily available for that particular child's needs or combination of needs.

Dr. MILLER. We might move on to another category of the curriculum for these children, or perhaps the goals for our multihandicapped children. You, Powrie, are well read and well versed in what some of these other countries are doing for their multihandicapped children. What are some of their goals?

Dr. DOCTOR. Of course, in so many of the European schools the goal is vocational, get a job. The European idea is purely vocational, and so naturally, for the multihandicapped children it would be vocational there, trying to get them trained for some type of job. The main idea is to train them to take care of themselves physically and get some type of a job, it doesn't make any difference what, and they don't pay too much attention to speech, or speech reading, but just go get in some practical aspects of work so that they can go out and not be a tax burden.

Mr. LEENHOUTS. I don't know if it's true in all residential schools, but it's true in our school, that the mentally retarded deaf child, or the emotionally disturbed, is always hard to place in our vocational training. So many people think, just put him in a shop and he is going to be trained in some vocation. That is not true. He has to have language. Our problem has been with the mentally retarded deaf child. We, frankly, haven't had the placement outlets for them to give them the kind of training they should have. I think of janitorial work, horticultural work, that sort of thing. As a vocational training course we do not have that, and if we did have it, these children would resist the idea of going into this particular field because immediately there is a stigma attached to going into this field, so I

think there is a considerable problem as far as we are concerned for the atypical and mentally retarded deaf children as to job placement.

Dr. BRUTTEN. With my limited experience so far in a school for the deaf, I find that some of our multihandicapped youngsters are doing very, very well indeed in the vocational department, and we ought not to slight the vocational function of our schools for the deaf, particularly in the residential schools. I think the vocational function is extremely important for these children, and ought to be improved in every way for the multihandicapped children, without, of course, slighting their communicative and academic advancement.

Dr. MILLER. What could we borrow from the field of the mentally retarded child who has normal hearing? It seems to me that they have some rather excellent programs that we might pattern some of our programs after. Has anyone in the audience had an experience in this area?

Mrs. ALLEN (New Jersey). One thing we have tried, because we are faced with it in New Jersey, we brought in two teachers who were not trained to teach the deaf, but were trained to teach the mentally retarded. They offered a great deal to us. Another thing we have done is to go to places like the Wood School, and see what they are doing, and the thing that strikes me is, they don't put the pressure on these children we put on our deaf children, and as soon as we leave pressure off, the child seems to be more relaxed in his learning.

QUESTION FROM THE FLOOR. Are we discussing these children as vital statistics or children? What are all of us doing for each one of these children to put them into their place in their own eyes as a person, as a soul in the sight of God?

Dr. MILLER. You want to answer that, Dr. Doctor.

Dr. DOCTOR. There is a very interesting program being carried on in one of the Eastern States now, and the thing they find out is the deaf people will not accept these mentally slow deaf people in the community, and I said, all right, the hearing people do the same thing. We have to learn to accept this group as equals and live with them, and I think that is a change that is coming. I think sometimes people who are not acquainted with it should be a little careful, but I do think deaf people can do a great deal, and social workers, and teachers of the deaf can do a marvelous work. Slowly we are progressing, and I think probably it is the duty of the deaf to do more than any of us in making these people feel that they are individuals, as you say, in the sight of God; that they have a soul.

Dr. MILLER. We have about 2 minutes left if we are going to stay on our schedule. I think your remark—are we talking about statistics or about individuals—I think in a meeting that we may be talking about statistics and groups of children, but I think in our own minds as teachers, we are reminded constantly of Jimmy or Jennie or Sarah or Ruth or Tom, and that every one of us here thinks—that is one of the things about teaching the deaf that so many of us do like—that we are dealing with individuals, and that each child has a problem, regardless of his IQ, but it's up to us to find a way or procedure of reaching that child and making him a happy individual. I would like to thank Dr. Brutten, Dr. Doctor, Mr. Burns, and Mr. Leenhouts for helping us out this morning.

## WORKSHOP REPORTS

## WORKSHOP I—DEAF-BLIND SECTION

(Leader: DAN BURNS, Department for Deaf-Blind, Perkins School for the Blind, Watertown, Mass.)

(Recorder: C. JOSEPH GIANGRECO, Iowa School, Council Bluffs)

Information was given in regard to the following:

- (a) Cost per pupil at Perkins: \$9,000 one school year.
- (b) States pay \$4,500: Perkins pays \$4,500.
- (c) There are seven departments for deaf-blind children in the United States: (1) Perkins, (2) Iowa, (3) Illinois, (4) Alabama, (5) California, (6) Washington, and (7) New York.

Mr. Burns described in detail how the integration of the deaf-blind and the blind was achieved at the Perkins School. After some bumpy spots, things cleared up so that the deaf-blind are now accepted.

Perkins Institute has a visiting team which will go to different parts of the Nation to evaluate deaf-blind students. This is a service given by Perkins and The National Foundation for the Blind.

At the present time there are 300 known deaf-blind children in the United States. Only 74 are in schools. The reasons for this appalling figure are (1) lack of trained personnel, (2) lack of facilities, and (3) lack of interest on the part of many people.

The goals of deaf-blind programs in the United States are (1) to try to make the deaf-blind self-sufficient, (2) to try to train these children enough so that they can return to their homes, and (3) to give them sufficient background so that possibly they can return to another school.

In conclusion, it was pointed out that there is desperate need of teachers, public relations, and facilities in this profession. It is important, therefore, that every effort be expended to publicize this program. All mediums of communication should be used to tell the story of the deaf-blind children.

## WORKSHOP II—EMOTIONALLY DISTURBED DEAF

(Leader: Dr. MILTON BRUTTEN, Pennsylvania School, Mt. Airy)

(Recorder: RALPH L. HOAG, Arizona State School, Tucson)

Dr. BRUTTEN opened the discussion by making the following introductory remarks. He stated that by the very nature of the handicap of deafness this child is more prone to emotional disturbance. We need first of all to classify these children into characteristic groupings which are identifiable by behavior patterns, test results, emotional and social problems, academic achievement, and the child's general relationship to his environment.

Specific brief case-study reports were made by several participants. Each case was analyzed and identified as belonging to a particular typical category of emotional disturbance. These seemed to be narrowed to these three general groups:

The psychotic deaf.

The neurotic deaf.

The delinquent-behavior deaf.

There was general agreement that the following was characteristic of our school populations. There are in our schools a number of less seriously psychotic children, but most of our schools do not have seriously psychotic children. The greater proportion of emotionally disturbed children in our schools is of the neurotic and the delinquent-behavior types.

#### THE PSYCHOTIC DEAF CHILD

It was generally felt that there should be separate facilities for the seriously psychotic child, but considerable controversy existed within the group as to where this facility should be. To date there are a very limited number of facilities for this seriously disturbed child, whether he be deaf or hearing. A majority of the members of the group expressed the feeling that responsibility for the training and education of these children belongs outside the province of schools for the deaf. There were some within the group who supported the concept that this is a responsibility of our schools for the deaf. There was universal agreement that wherever this particular child was to go, it should be a separate facility designed to meet this particular need.

#### THE NEUROTIC DEAF CHILD

This child was identified as among the more numerous of mentally disturbed children in our schools. It was expressed generally that where these children create a majority of the problems in our schools and that they consume much time, money, and energy that these should be kept within our schools. The reservations expressed concerning this responsibility were that as long as this child could progress educationally, socially, and emotionally within the present framework of our current school program without seriously jeopardizing the overall school program for the so-called normal deaf child, then he should remain. Others seemed to feel that there should be some serious study made as to how our facilities could be expanded to meet the special needs of this child.

#### THE DELINQUENT-BEHAVIOR DEAF CHILD

There was general agreement that we in our schools for the deaf should take more of the responsibility to meet the needs of this child. Many in the group expressed again that this child's continuance in our schools should depend upon the seriousness of the child's problem and his behavior in the light of the effect upon the overall school program.

#### CURRENT METHOD OF TREATMENT

Throughout the discussion period specific methods of treatment were discussed and the relative success of each was pointed out.

#### PSYCHOTHERAPY

The first of the methods of treatment discussed was psychotherapy. Examples of such treatment were discussed in relation to specific case reports. It was indicated that this actually was the least effective method of treatment with deaf children and by far the most costly

in terms of money, time, and energy. Reported results were most inconclusive and little, if any, improvement as a result could be seen.

#### PARENT COUNSELING

Parent counseling as discussed generally appeared to be one of the more successful means to help emotionally disturbed children. Cases cited and methods used in this direction though not 100 percent successful were reported to be more successful than psychotherapy.

#### REORIENTATION OF ENVIRONMENT

This method of dealing with emotionally disturbed children was considered the most successful. After a complete study of the child's general behavior and emotional problem the necessary steps to correct these should be recommended. The procedure for determining these factors should be the result of a cooperative team effort involving all persons who come in contact with the child. This should include the psychologist and/or psychiatrist, social worker, principal, teacher, dean of students, counselor or housemother, and others who have had direct contact with the child. Environmental adjustments as recommended by the professional leadership of the team should be made. A continual followup of the case was considered essential for success in helping these children.

#### CHEMOTHERAPY

The use of drugs in the treatment of emotionally disturbed children was discussed. This method of treatment was reported to be very new. It was felt that long-term results would have to be studied in the light of lasting success as a means of treating emotionally disturbed deaf children. Those who made case reports of the use of drugs reported good success to date.

#### RESPONSIBILITY OF SCHOOLS FOR THE DEAF

Another major topic discussed by the group was whether or not our school facilities should be expanded to include all emotionally disturbed children. One of the group reported that there were generally three schools of thought on this subject among school administrators.

The first is a group who wish to exclude all those children who could not fit into the social, academic, and recreational programs currently in existence in our schools.

The second is a group who support the concept that there should be a pilot school selected to expand and develop the staff and facilities to deal with these emotionally disturbed children effectively.

The third group considers that the needs of these children should be met by establishing separate facilities as part of our schools for the deaf.

#### CONCLUSIONS

The following statements are summaries of the major considerations and conclusions drawn as a result of general group discussion in this workshop session.

1. We need to properly identify the emotionally disturbed child in our schools. Further, we should use the team approach in evaluating this child's difficulty. This team should be led by professionals in the area of emotional disturbances and assisted by all persons who have contact with the child.

2. It was felt generally that parent counseling and reorientation of the child's environment were the most effective and successful means of helping emotionally disturbed children.

3. A portion of the workshop group supported the concept that our schools for the deaf should assume the full responsibility of meeting the needs of emotionally disturbed children. They further indicated that expanded facilities and an enlarged trained staff would be essential to meet the needs of these children.

4. Another portion of the workshop group expressed the feeling that our schools could not function effectively and efficiently by attempting to become all things to all people. They expressed that definite limits should be set as to whom should be enrolled in the light of the overall effect on the major goals of the school and its population.

5. It was generally agreed upon by the group that our schools should not take these children and absorb them into the school program without taking definite steps to provide for their needs.

### WORKSHOP III—THE MENTALLY RETARDED DEAF CHILD

(MYRON A. LEENHOUTS, principal, California School, Berkeley)

As we begin this discussion it is important that there be a clear understanding of terminology. We are here dealing with those deaf children who from objective testing *and* from performance indicate an intellectual potential considerably below average and, because of these mental limitations, their capacity for learning is impeded to a degree commensurate with the degree of retardation. In California, the Education Code provides this definition:

Mentally retarded minors means all minors who because of retarded intellectual development as determined by individual psychological examination, are incapable of being educated efficiently and profitably through ordinary classroom instruction.

The code further provides for two subdivisions—the "point 1" group and the "point 2" group. Briefly defined, the point 1 children are those who may be expected to benefit from special educational facilities designed to make them economically useful and socially adjusted. The point 2—the more severely retarded—are those who may be expected to benefit from special educational facilities designed to educate and train them to further their individual acceptance, social adjustment, and economic usefulness *in their homes and within sheltered environment*.

To further clarify terminology we should perhaps differentiate between the truly mentally retarded deaf children and those others who may present somewhat similar deficiencies in learning but who suffer these disabilities for reasons other than mental retardation. For example, we speak of the educationally retarded who generally are regarded as those children with a severe lag in achievement due to such factors as (1) late entry to school, (2) inappropriate learning oppor-

tunities, (3) illnesses which interrupt regular school attendance, and such similar deterrents. These children can be, and often are, confused with the mentally retarded, for it is true that the mentally retarded are always retarded educationally; however, conversely those who are educationally retarded are *not* necessarily inherently mentally slow.

Other atypical deaf children who may show some symptomatic performance similarities to mental retardation are (1) the emotionally disturbed, (2) the aphasic, (3) those who have incurred brain damage of varying severity, and (4) those children in our schools who never approach the academic attainment which their above-average IQ promises, and who, for want of a better term, might be called "academic delinquents." These latter children may often excel in their vocational skills, but lack very seriously the ability for language understanding and expression, and therefore are academic failures in the sense they are not living up to potential.

As we discuss the problems of the mentally retarded deaf child, therefore, we should know distinctly who he *is* and who he *is not*; and we should avoid the inevitable semantic dangers of confused terminology.

Since the writer is not a psychologist, this paper does not propose to deal with the profoundly psychological aspects of the topic. We will merely discuss the program for, and the problems of, the mentally retarded deaf children in California and in our residential schools dealing with the following points:

1. Data regarding the incidence of mentally retarded deaf children in California.
2. The diagnostic techniques used in our program of evaluation.
3. The criteria for initial and for continuing eligibility.
4. Program adjustments for the mentally retarded deaf child.
5. The academic, vocational, and social problems experienced by and with the mentally retarded deaf child.
6. The procedures and problems in terminal disposition.
7. Post-terminal processing and experiences.
8. California's program for the point 2 deaf children who are not eligible for our regular classes.
9. Hopes and plans for establishing a more effective program of evaluation and training for the mentally retarded deaf children in California.

In 1958 the Bureau of Special Education of California initiated a survey to ascertain the number of deaf children in the State who were mentally retarded. This survey, which included all educational agencies as well as those agencies not under the supervision of the department of education, disclosed a total of 310 mentally retarded deaf children (both points 1 and 2). This is almost 15 percent of the entire group of deaf children of school age in the State.

In our school at Berkeley there are 31 mentally retarded point 1 children presently enrolled. This number is in addition to approximately 50 other children who suffer multiple handicaps other than mental retardation. Therefore, of our total enrollment of 430 students, there are 80 or nearly 20 percent who suffer some involvement of an atypical nature in addition to deafness. Besides those presently enrolled, there have been 30 children dropped from our enrollment

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during the past 5 years because their mentality was so seriously deficient that a brief trial period of enrollment showed that they could neither benefit from our academic program, nor adjust socially. It is probably safe to assume that all schools for the deaf experience this enrollment pattern; in fact, some probably have an even higher percentage.

We are not quite naturally led to the subject of diagnostic evaluation. For the past 15 years our school at Berkeley has been fortunate in having on our staff a person competent in psychological testing, and for many years previously we were able to secure the services of a psychologist (Dr. Olga Bridgman) who was a member of the staff at the University of California Hospital. By presently having Dr. Irving Fusfeld as our supervisor of counseling and guidance, we feel we have attained the ultimate in diagnostic evaluation services, since he fulfills the three basic qualifications for this service; viz, the technical skills of testing, a profound knowledge of the deaf child and his educational needs, and a warm and understanding personal relationship with children.

Evaluation of prospective pupils begins with the application form. Our school at Berkeley uses a form containing some 90 items of information along with an introductory note explaining both the function of the school and the requirements for eligibility. Once this completed form is received and reviewed an appointment is made with the parent to bring the child for eligibility tests. Meantime, if the child has had previous schooling, or if diagnostic evaluation has been made previously, these records are secured.

The evaluation of a child usually requires from 3 to 5 hours—sometimes more—and includes audiological testing, measurement of educational potential, and an appraisal of social competencies. In measuring educational potential several nonverbal tests are used. Among them are the Nebraska (Hiskey) Test of Learning Ability, the Ontario School Ability Test, the Goodenough Draw-A-Man Test, the Arthur Point Scale, the Columbia Mental Maturity Test, the Chicago Nonverbal Test, the Performance Scale of the Wechsler Intelligence Test for Children, and the Wechsler Adult Intelligence Scale, the latter for use with older pupils. At times the Bender Visual Motor Gestalt Test is used, especially in cases of obviously pronounced deviation from normal. These tests provide a practical cue to the child's learning potential, but it should be emphasized that it is only a *cue*. It is true that in certain instances when tests indicate extreme mental deficiency, and physical and behavior characteristics confirm these results, a definite pronouncement may be made without hesitation. However, we cannot and should not accept the mathematical outcome of a test—the so-called intelligence quotient—as the final word in judging a deaf child's latent mental ability. This is true not only when the test results fall within the zone of doubt regarding educability or noneducability, but also when the results might promise unusually outstanding performance.

However, the fact that these tests do furnish a *cue*, makes them valuable instruments for determining at least the approximate capacity of a child. This value is realized even more certainly if the person administering the tests will carefully observe and study the child's performance and behavior traits before, during, and after the tests.

For example, he will note such traits as ability to establish concepts, ability to organize, motor skill, stick-to-itiveness, attention span, emotional tolerance, enthusiasm, and such similar evidences of personal strengths or weaknesses. Similarly, the keen diagnostician becomes familiar with the child by observing such behavior as this: Does the child sit down quietly to "give us the once over"; does he jump up, run to the door, come back and make a lunge for the stapler or ink-well; does he pull open the files; does he make a dash for the door and tear down the corridor; does he depend upon his mother too much? All such observations can carry real significance in the complete evaluation of a prospective pupil.

As a part of the evaluation process at our school, both child and parent are usually seen by the superintendent, the principal, the dean of students, and the supervising teacher in whose area the child may be placed. Each becomes sufficiently familiar with the child so that he may give intelligent judgment regarding the child's eligibility status should there be need for committee decision.

Having finished the various measuring tests, the initial evaluation is complete. Then comes the determination for eligibility. In cases where the eligibility status is clear cut, the psychologist makes a pronouncement independently, but if the eligibility status is questionable, the eligibility committee, composed of those named above, is assembled. The psychologist reviews the test results, each member of the committee gives his impressions, and a final decision is reached. The eligibility committee serves a very valuable function. It relieves any one person of the responsibility for the pronouncement if it is not favorable, and it carries much more authority. In a measure, the weight of this combined decision makes it more readily acceptable to the parents.

In the matter of eligibility determination, one of the following decisions is made; (1) the child is definitely eligible; (2) the child's learning ability is suspect but he will be admitted for further functional evaluation; or (3) the child is definitely not eligible. If the decision is "not eligible" further processing is necessary, but of that we will say more later. For the moment we are concerned with the number 2 category—the child whose eligibility is suspect but enrolls for further functional evaluation and observation. All of these children present some atypical manifestations, and many are mentally retarded. These children are accepted for enrollment with reservations. In other words, they are admitted on a trial basis, and it is definitely understood that enrollment can be terminated if and when their performance presents reasonable proof that they are uneducable or socially unable to carry on in a residential school program.

Several problems immediately accompany the enrollment of these children with questionable capacity; (1) class placement, (2) an appropriately revised program, (3) adept teachers, (4) social adjustment to residential living, and (5) the inordinate amount of time spent by personnel in the continuing evaluation process.

First, regarding *class placement*. There is always a wide age range among the new enrollees who are mentally slow. In classifying them, therefore, one is faced with the alternative of placing them with other children approximately their own age but with superior ability; or of forming a heterogeneous age group, all with approximately the same limitations. Either way, the results are far from ideal. In the first instance, the one or two retarded children in an average class re-

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quire an excessive amount of the teacher's time and attention, thereby distracting from the fair progress of the majority; and in the second instance the teacher is required to conduct practically an individual program for each pupil, and is faced with the inevitable problems accompanying the fact that the remaining children, not being given her direct attention, cannot work independently.

At Berkeley we have tried to meet this classification problem by setting up one class in each school department into which the retarded new enrollee may *almost* fit. Quite naturally, the size of such a class must be even more limited than a class with average ability, and consequently when the class is at capacity, any new applicants of this type are placed on a waiting list until a vacancy occurs.

Because of the problem of class placement for the new enrollee of doubtful ability, we have pondered the idea of establishing an evaluation class, which, as the name implies, would function solely for the purpose of determining the potential and final disposition of these enrollees. Our thought is that this class would operate on a clinic basis. The children would not be in residence, thus eliminating one hazard of adjustment to school routine, and would be scheduled to the class either individually or in pairs for periods of approximately 1 hour of instruction and observation each day. The teacher of such a class must have rather special qualifications, these include: (1) training to teach the deaf, (2) teaching experience at the primary level, and (3) background of training in psychology, and/or especial interest in the mentally retarded child. The period of evaluation would vary for the different children, but as soon as it was considered feasible, a final determination of eligibility would be made—either (1) that the child has potential for limited progress in a retarded class, or (2) that the child cannot adjust to, nor benefit from our school program.

Theoretically at least, this plan for an evaluation class has considerable merit. However, to date we have not adopted the plan for one major reason; lack of provision for off-campus residence.

A second problem connected with the enrollment of retarded deaf children is the matter of an appropriately modified course of study, both academic and vocational. These programs must be modified in scope of content as well as in method of presentation; and in the matter of vocational placement, the retarded student must generally be limited to very simple routine type training that will require hardly any verbal instructions or complex related trade language. We have noted that there is not a really significant correlation between retardation and the ability to master a skill, but there is a definite relationship between the language limitations of a retarded student and his ability to pursue many of the normal trades generally open to deaf. Consequently, it becomes necessary to compose an academic course of study especially geared to the retarded child, and also to provide outlets in the vocational program suited to his limitations. During the past several years, committees of teachers and supervising teachers have initiated courses of study for retarded children—one for the lower grades and one for the upper grades. They emphasize two basic principles of learning; (1) concept building through experience, and (2) memorization through repetition. These courses have been quite effective.

The matter of securing the proper type of teacher for retarded children is a third problem. Teaching normally intelligent deaf children requires tremendous patience and ingenuity as we know. This requirement is many times compounded in teaching retarded children. The teacher must be infinitely patient, must be able to invent many special devices for concept building, must be an artist, must be completely versatile in communication skills, and should be somewhat of a gymnast, since occasionally it may become necessary to stand on his head to effect a point of illustration. Our experience convinces us that the deaf teacher, who possesses these qualities, is usually most effective with retarded children. However, it should be emphasized that the fact of being deaf alone is not a qualification. Some deaf teachers possess none of the really important qualities necessary for the job, and many, who are aware of their qualification shortcomings, wisely avoid teaching retarded children. However, the capable deaf teacher, with the proper sympathy and devotion, can accomplish a great deal. He exercises the principles of simplicity of presentation, and of repetition; he is sympathetic to the pupil's personal needs and emotions; he is quick to discover the child's plateau of understanding; he can readily establish the manual communication facility usually so necessary for these children; he may exercise his talent for pantomime, and use this along with other devices to promote concept understanding.

Probably the most serious problem connected with the enrollment of retarded children is the matter of their adjustment and integration to residential living. The retarded child is generally a serious misfit in the school family; he is the "sick chick" who gets pecked at and picked on by the other chicks, and may well be the scapegoat for the group whenever trouble occurs. He requires an inordinate amount of the counselor's attention both in the matter of being protected from abuse, and also of being trained in the physical routines of personal care. In addition, it is very difficult to explain regulations, and their whys and wherefore to the retarded pupil, and consequently he may make serious infractions of rules in innocence and ignorance—but *in the presence* of the other children. Immediately there arises the problem of proper and just correction, while simultaneously maintaining group morale. Another very serious problem arises when the retarded student reaches adolescence. With this age group, there are more social privileges and more freedom from campus restrictions. The retarded student, who is physically mature but uninhibited because of mental immaturity, is obviously a continuous worry to school administration, school personnel, and parents.

Because of the deficiencies—both educational and social—which retarded children present, various members of the school staff must spend an excessive proportion of their time in their behalf, and consequently the great majority of the student body, who have the ability to progress normally, are relatively neglected. The counselor, the teacher, the supervising teacher, the dean, the principal, the psychologist and the superintendent—everyone concerned finds himself excessively involved. A disproportionate amount of supervision is required; frequent staff meetings are necessary to determine the child's current status or to discuss some immediate difficulty; repeated written reports are needed to insure a complete and valid record of evaluation;

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frequent retests and psychological consultations are required; and often the supervising teacher and the dean must assume the role of "baby sitter" when the teacher or counselor feels that insulation is best accomplished by temporary isolation.

From the foregoing, one can hardly mistake the fact that the writer takes a rather dim view of having the mentally retarded deaf children enrolled in a residential school. The matter of training these children in a nonresidential situation is difficult enough, but when the factor of 24-hour-a-day social adjustment and integration is added, the situation becomes a really serious problem. Yet, strangely enough, in spite of the very obvious disadvantages of the residential factors, there is a universal tendency to consider the residential school as *the* appropriate facility for the deaf child with multiple handicaps, including the mentally retarded. Somehow the feeling has gained ground that when at other facilities such children make little effective progress along lines of language, communication ability, and general academic advance, the thing to do is for them to learn a trade. Where? At the residential school, of course. But here too the problem remains a sensitive one, for the supervising teacher in the vocational area, bearing in mind the nature of the complex equipment in the shops and the fact that the program calls for language and reasonable skill in arithmetic as well as manual skill, finds the mentally retarded pupil unable to cope with requirements. This is often further complicated by the insistence of parents that their child take up a trade beyond his natural competence. All of this further emphasizes the fact that the residential school is not necessarily the magic panacea for the mentally retarded child.

It is high time that administrators of the residential schools spell out very clearly the true role of the school—that of educating the *educable* deaf child—and they must resist with all their might the ever growing trend to make of the residential school a custodial dumping ground for all children who deviate from normal. Unless a firm stand is taken in this matter, there will be a continuing downward trend in the quality of our student bodies with the consequent deterioration in school achievement, until eventually those who now decry the residential school will not have shed their "tares" in vain.

With constant attention to this danger, our residential schools in California conduct a program of continuing evaluation for those mentally retarded children who are enrolled on a trial basis. All personnel, who contact the child, keep a very close and careful watch as to his learning status and social adjustment. At the same time, the child is given every possible special consideration to help him prove his ability. Each academic department in the Berkeley School has one special "adjustment" teacher whose function it is to tutor certain children individually. The retarded child, who is enrolled for functional evaluation, therefore, receives the individual services of the adjustment teacher for a part of each day and thereby has every opportunity to prove his learning potential under ideal conditions.

Periodic staff meetings are held to review the child's status, and after a generous trial period, the eligibility committee arrives at a decision. Either (1) that the child may be expected to make some limited progress, or (2) that he cannot benefit from our program.

If the child is declared ineligible, the parents are asked to withdraw him. At this point, of course, there is usually some bitterness, resistance, and even recriminations; and then comes the inevitable question: "What now for my child?" In California we are fortunate in having a partially satisfactory answer to this question. We are able to suggest to the parents that they investigate the possibility of enrolling their child in one of the three State hospitals (Sonoma, Porterville, or Pacific) where classes are provided for the point 2 deaf child. Unfortunately, this suggestion is often resisted by the parents who attach a dreadful stigma to committing their child to a hospital for mentally retarded. In at least 60 percent of the cases, it becomes impossible to convince the parents that these special services are unique and definitely would serve their child's best interests. Instead, these parents begin an anxious and desperate search for some alternate facility for their child, and more often than not this search brings them back to the residential school armed with some amateur's supporting statement that "the residential school is the *only* appropriate agency for this child." It is at such times that we appreciate the authority and finality of decision which the school psychologist and the eligibility committee wield.

Were it possible to remove the stigma associated with the State hospital, and thus experience ready parent acceptance to the suggestion of placing their retarded child in the special program, California would be approaching the ultimate in its services to these children. At present approximately 50 point 2 deaf children are enrolled in classes at Sonoma, Porterville, and Pacific State Hospitals. This is considerably less than one-half the number of children who would be eligible. In the main, the programs at these three agencies are creditable, and although a few weaknesses exist, the services offered is many times better than any alternate facility now available. Deaf teachers man the basic teaching staff for these programs, and the children are taught manual communication skills, the simple vocabulary of basic everyday language, the very elementary three R's and some form of simple routine work training which might later lead to semi-independent employment. A very important part of the program is the emphasis placed on developing social maturity and improving interpersonal relationships.

Mr. William James, the teacher of retarded classes at Sonoma, made a recent survey of the 63 pupils who have received training during the 12 years this program has been in existence. The results of this survey are interesting: 15 are presently enrolled, 7 have been transferred to other hospitals, 9 have returned to their homes, 12 have been placed in gainful employment (on farms, in factories, as janitors), 3 are presently enrolled in other classes at the hospital, 2 have been transferred to the School for the Deaf at Berkeley, 4 are deceased, 11 are still in the hospital but not in the training program.

The fact that nearly 20 percent of these retarded pupils are now gainfully employed is a remarkable testimony to the efforts of the teacher and to the value of this program. Although the programs at Porterville and Pacific have not been in operation so long, it is likely that they too will be able to show some excellent results.

In spite of these favorable reports, Mr. James in his survey, indicates several suggestions for improved services. He suggests that

the three separate programs be combined into one. This would make for much more homogeneous grouping; it might justify having a separate dormitory facility for the deaf youngsters who could then be under the supervision of trained personnel and thus eliminate one of the strongest oppositions to commitment on the part of parents. He also suggests that there be more provisions for vocational training so that those capable may have a better chance for employment when they "graduate." Finally, he urges that some means may be devised to get parents of prospective pupils to visit the hospital and see for themselves the opportunities for training and for happiness the program offers.

In order to insure an effective and continuous evaluation of children who are in the program at the Sonoma State Hospital, our school psychologist and I arrange to visit once or twice each year. During these visits, we observe the children and reexamine any whose current status may be in doubt. If reexamination indicates the child's performance may now show promise of fitting into our program at Berkeley, a transfer is arranged. The fact is thus emphasized that the potential of these children as well as their educational placement are not considered static and irrevocable.

What about the plans for the future services to the mentally retarded deaf children of California? Because of the more accelerated activity in differential diagnosis, and the consequent discovery of an astounding number of atypical children, our State along with most others has become very conscious of the need for special services to the handicapped. Within the State department of education, there are two distinct bureaus for the handicapped—one headed by a chief of the bureau of special education, who directs the program in public schools; and the other headed by a deputy superintendent in charge of special schools and services. During the past several years many new services to handicapped children have been inaugurated and many more expanded. And, through conference both at local and State level, the continuing concern for improved services is evidenced. In the field of the education of the deaf, our particular concern has been the proper disposition and training services to the deaf child who is mentally retarded or atypical in other ways. We have gained the sympathetic ear of our State department officials regarding the serious problems which accompany the enrollment of atypical children in our regular schools, and we are in near agreement that the ideal facility for these children would probably be a separate unit on the campus of a residential school (one not yet built). The advantages of such a facility should be obvious:

1. It could be a resource to which parents could and most likely would turn in their natural bewilderment upon learning, through diagnostic tests, that their child does deviate from the normal.
2. It could relieve the community of the dilemma of providing the proper care and training of such children, and should therefore be highly desirable to community agencies.
3. It could assure properly trained and appropriately specialized personnel essential for an effective diagnostic, therapeutic, and training program.

4. It could provide a maximal opportunity for adjustment and rehabilitation, and in favorable instances, for the eventual acceptance in a regular school program for deaf children.

5. It could relieve all present educational facilities for deaf children in the State of the present enrollment pressures, permitting them to concentrate on the functions for which they are intended, and thus would make possible a more effectual service for both types of children.

### SUMMARY OF WORKSHOP III

(Recorder: DORIS H. HUDSON, Arizona School, Tucson)

The mentally retarded and deaf group discussion was attended by approximately 40 people. A paper entitled "The Mentally Retarded Deaf Child" was presented by Mr. Myron A. Leenhouts, principal, California School for the Deaf, Berkeley, Calif.

Following Mr. Leenhouts paper was a group discussion resulting in these points:

1. A better grouping of the severely mentally retarded children could be secured by placing them into one dormitory with trained personnel.

2. Teachers and dormitory personnel teaching and working with the mentally retarded group should have higher pay.

3. A good teacher qualified in teaching mentally retarded children can be used in teaching the mentally retarded deaf child, letting the understanding of teaching the deaf come later. We, perhaps, are overlooking good teachers because they are not trained teachers of the deaf. It is better to have a teacher that is willing, kind, and patient.

4. The program for a mentally retarded deaf group should be planned on a structure basis with limited language; adding to this as the need arises. Use speech and lipreading when possible, otherwise use finger spelling for straight language. Develop and use any method possible to teach the mentally retarded child.

5. A child who is trainable; and experience tells us he has reached his limit and is more mentally retarded, does not belong in a regular class of mentally retarded children.

6. There must be a careful and continuous reevaluation of the individual mentally retarded child because of other factors which may develop over the period of years.

7. When there is a need for custodial care, the child does not belong in a school. It is difficult to draw a definite line to decide whether the mentally retarded children can be classified into several groups of varied degrees of mental retardation.

8. There seems to be a great need for more public guidance and parental guidance regarding mental retardation.

9. A mentally retarded child who progresses along at his own rate and creates no problem actually turns out well. It is the 13 or 14 year old mentally retarded child that is more accident prone and the one who should be more definitely classified.

10. A well-trained social worker on the school staff is invaluable in guiding the parents.

11. There is a feeling that the mentally retarded child should not stay with one teacher through his years in school. There should be a change every 3 or 4 years, depending upon the individual child, in hopes that his morale will be kept high.

It was felt by the group, but perhaps, not expressed, that there are not adequate facilities in the schools to identify, classify and take care of the mentally retarded deaf child.

#### WORKSHOP IV—RESEARCH AND TREATMENT OF APHASIC CHILDREN, WITH SPECIAL REFERENCE TO SPEECH AND LANGUAGE DEVELOPMENT AND IMPLICATIONS FOR SCHOOLS AND CLASSES FOR THE DEAF

(Leader: **FRANK R. KLEFFNER**, Ph. D., associate director, Central Institute for the Deaf, St. Louis, Mo.)

(Recorder: **DR. CORNELIUS P. GOETZINGER**, University of Kansas Medical Center, Kansas City, Kans.)

Dr. Kleffner organized his discussion under three separate sections, i.e.:

1. Recent research.
2. Principles of teaching aphasic children and implications.
3. Trends for teaching aphasics.

##### *Section 1. Recent research at C.I.D.*

General questions were at first formulated pertaining to the nature and extent of differences which exist between the deaf, aphasic, and normal children. Specific questions for investigation which grew out of general observations were associated with auditory perception, general perception, inability to learn through symbols, and a breakdown in ability to learn temporal auditory sequences.

Rosenstein studied tactal perception of rhythmic patterns of four groups which included the deaf, the aphasic, the blind, and normals. The blind were significantly superior to the other three groups in this ability. There were no significant differences among the other groups.

In another study, Wilson investigated learning in auditory discrimination in aphasics, deaf, and hard of hearing. The discriminations required differentiating a pure tone from white noise and reproducing sound patterns experimentally varied as to the duration. The subjects were given a training period and then exposed to six consecutive tones which differed as to duration. The major problem for investigation was speed of learning. The results clearly indicated that the aphasics took a longer time to learn the sequence. In addition, they made more errors, particularly on the tones of short duration. Conversely, aphasics had no difficulty in discriminating tones from noise. The investigator concluded that aphasia was a breakdown related to the duration of the stimulus.

Still another investigation by Doehring compared anticipation and generalization of aphasics, the deaf, and normal hearing subjects. The deaf were similar to the normals. The aphasics, however, evinced marked deficiency on the task. An investigation of visual spatial memory failed to differentiate the groups.

In 1958 C.I.D. reported a large-scale study of 114 deaf and 69 aphasics which involved neurological examinations, EEG's, vestibular tests, and etiological background. The results showed four times as

many aphasics as deaf to have positive neurological signs. Again etiological backgrounds sharply differentiated the groups. On the one hand, deafness was associated with meningitis, family history of deafness, and severe infantile infections. On the other hand, the Rh factor, anoxia, and speech disorders involving the brain were predominant in aphasia. Two surprising findings were: first, as many deaf as aphasic had abnormal EEG's (40 percent), but the percentage of focal abnormalities was higher in the aphasics; second, more deaf than aphasics had normal vestibular responses.

A histological study of the brain of a 10-year-old aphasic who had been a student at C.I.D. and on whom there was available a large amount of data, including normal pure tone threshold, normal intelligence, etc., revealed deteriorated areas and an "almost nonexistent geniculate ganglia."

It was pointed out that two of the major complications of the studies so far reported were associated with the difficulty of getting pure aphasics in the samples (and the exclusion of multiple-handicapped subjects) and stimulus material which was unaffected by verbal ability. In other words, with reference to the latter, children with speech will use language to facilitate the solution of a problem. Hence, memory for sequence for visual forms has not been adequately examined.

Factors which help differentiate the aphasic individual are related to: first, ability to understand speech and language, whether or not the child is deaf; (2) mental retardation; and (3) emotional disturbance. Premature birth did not appear to be associated with aphasia in the C.I.D. studies. Rubella, as a factor in aphasia, was not studied. In conclusion, poor ability to perceive and recall temporal auditory stimuli, and short duration auditory stimuli were outstanding characteristics of aphasia. In addition, the basic difficulty was independent of the amount of hearing.

### *Section 2. Principles of teaching aphasic children and implications*

Deafness has little in common with aphasia. All systems of language for teaching the deaf are based on normal ability to perceive and store sound sequences normally. Aphasics are defective in the perception and storing of rapid sequences. Both the deaf and aphasics lack language, but for different reasons. The C.I.D. system of teaching aphasics is therefore directed toward developing the ability to perceive auditory sequence, to develop words and sentences for speech, and finally attaching meaning and interpretations. Such a system therefore entails an analytical approach which involves first sounds, then the blending of sounds to form words. The child is not taught language sequences until he can produce the sound sequence from memory. The emphasis initially is not upon comprehension, as such an approach has not proved fruitful; but upon oral production, or memory to produce orally. The child cannot interpret until he can say it.

The educational implications are as follows: Deafness resembles aphasia, but as pointed out previously, is different. However, aphasic children will continue to be found in schools for the deaf. The paucity of suitable programs for aphasic children is apparent. Although the deaf and aphasic cannot be taught in the same classes, classes for aphasics in schools for the deaf appear to be a coming event. Teachers of the deaf must be prepared to cope with the prob-

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lem by adequate training in both fields. The C.I.D. method of teaching aphasics has proven its value over the years; and hence, no research at the school has been concerned with methodology.

### Section 3. Trends for teaching aphasics

Pressures exerted by parent groups upon legislators to establish programs in public schools were discussed. Caution against too hasty establishment of laws relative to the education of aphasics was advised, as such laws may eventually become impediments to sound policy. A variety of questions from the floor elicited answers from Dr. Kleffner; such as, formal education of aphasics should not begin before age 3½ or 4 years; that the upper age limit for successful therapy is about 10 years, but this, of course, is variable; that the chances for successful treatment is good and many aphasics are successfully competing in the regular schools; that classes of six or seven with a helper in addition to the teacher are successful units; that Miss McGinnis is currently preparing teaching materials for use with aphasics; and that no attempt is made to acquaint the class with the nature of aphasia when such a child is integrated into it.

## MONDAY, JUNE 29, 1959

### SECTION ON RESEARCH

Ritter Hall, No. 4—Section leader: Dr. Robert Frisina, director, Hearing and Speech Center, Gallaudet College, Washington, D.C.

9-9:15 a.m.

Introduction: Robert Frisina, Ph.D.

9:15-9:45 a.m.

"Research in Speechreading: Some Relationships to Language Development and Implications for the Classroom Teacher."

Edgar L. Lowell, Ph.D., administrator, John Tracy Clinic, Los Angeles, Calif.

9:45-10:15 a.m.

Discussion Period, Dr. Lowell, chairman.

10:30-11 a.m.

"Research in Speech for the Deaf; Implications for the Classroom Teacher." Clarence V. Hudgins, Ph.D., director of research, The Clarke School for the Deaf, Northampton, Mass.

11-11:30 a.m.

Discussion Period, Dr. Hudgins, chairman.

1:15-1:45 p.m.

"Research and Treatment of Aphasic Children; With Special Reference to Speech and Language Development and Implications for Schools and Classes for the Deaf."\*

Frank R. Kleffner, Ph.D., associate director, Division of Speech Correction and Pathology, Central Institute for the Deaf, St. Louis, Mo.

1:45-2:15 p.m.

Discussion Period, Dr. Kleffner, chairman.

2:30-3 p.m.

"Research in Auditory Testing; Some Relationships to Language and Speech Development and Implications for the Classroom Teacher."

Frank X. Frueh, Ph.D., audiologist, Indiana State School for the Deaf, Indianapolis, Ind.

\*See Multiple Handicaps Section.

3-3:30 p.m.

Discussion Period, Dr. Frueh, chairman.

Interpreters: Robert Baughman, Howard Quigley, Hugo Schunhoff.

**Dr. FRISINA.** This conference has been designed as a workshop-type program. This implies that various subgroups are organized around special problems, that is, a situation in which a variety of disciplines direct their attention to a specific area of interest and importance. It implies, too, provisions for ample discussion of the problem under consideration.

Four special problems confronting teachers and administrators concerned with the hearing impaired have been selected for consideration today. These include lipreading (speechreading), speech, language disorders, and the assessment of hearing.

Each of our speakers shall present a formal paper which should serve as a frame of reference for the discussion which is to follow. During the time allotted each topic, it is hoped that we might bring into focus something of the completed research, its present status and implications and perhaps a statement of the needs in each area. A discussion period of approximately 45 minutes will be available immediately following each presentation.

Three of the four problems chosen for discussion are pertinent to all deaf children. These, of course, are lipreading (speechreading), testing of hearing, and speech development. With the added awareness to the problem of multiple handicaps and the apparent increase in the incidence of children with central nervous system involvements, it seems most appropriate to give consideration to some of the ways in which these children are managed. The problem in speech and language development inherent in youngsters with central nervous system involvements, therefore, has been selected as the fourth subject to be discussed today.

#### RESEARCH IN SPEECHREADING; SOME RELATIONSHIPS TO LANGUAGE DEVELOPMENT AND IMPLICATIONS FOR THE CLASSROOM TEACHER

(By EDGAR L. LOWELL, Ph. D., administrator, John Tracy Clinic, Los Angeles, Calif.)

At the John Tracy Clinic we have been studying lipreading quite intensively for some 5 years.<sup>1</sup> The more we work, the more we are impressed with the fact that lipreading is indeed a complex phenomenon. We now believe that success in lipreading is a function of many factors that will probably never be fully understood by any of the single-variable correlational studies that we have conducted in the past. After having arrived at this rather somber conclusion, we realize that this is exactly what teachers of the deaf have been telling us for some time. Whenever we talked to an experienced lipreading

<sup>1</sup> This investigation was supported in part by Research Grant No. 17 from the Office of Vocational Rehabilitation. The material herein represents the combined efforts of the research group. Those with major responsibilities have been Mr. Gordon Taaffe, Dr. Mary Woodward, Mr. Carroll Barber, and Mr. Alex McEachern. Others who have made significant contributions to the project have been Mr. Wilson Wong, Mrs. Sara Lee Dickens, Dr. Lewis Stone, Dr. Bernice Eisman, and Miss Georgia Rushford. We are particularly indebted to Miss Jacqueline Keaster for making the film test available to us for research purposes; to Dr. Robert Frisina for contributing information on Gallaudet College students; and to the many other educators of the deaf in southern California who have cooperated with us in making these studies possible.

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teacher about why some people were good lipreaders and others were not, he or she would invariably describe a number of factors that were important. As we tested out these suggestions (one at a time), we generally found that the correlations were not significant. It then seemed natural to conclude that there was no relation between that particular factor and successful lipreading. On occasions when we did find significant correlations, we were often later disappointed to discover that the findings did not hold up when we attempted to repeat the study. I must confess that in our darker moments we began to feel that lipreading teachers didn't really know very much about what went into making a successful lipreader.

The history of research on lipreading is full of such studies. One of our recent efforts was a bibliography<sup>2</sup> of some research in this area in which approximately 900 titles were listed. We feel that the lack of pattern shown there and in our own studies affirms the conclusion that lipreading can only be understood as a resultant of many factors. It begins to appear that, when we recognize lipreading for the complex process it is, some of our findings begin to fit into a pattern.

It might be well to interject at this point that all of our evaluation of lipreading skill has been based on performance on a film test. In another paper<sup>3</sup> we have developed a rationale for the use of this test and presented what we believed to be satisfactory evidence for its reliability and validity. It, of course, does not exactly duplicate the actual live lipreading task, but we have demonstrated that people who perform well in the live lipreading situation also perform well on our film. When we speak "lipreading performance," then, we are referring to scores attained on the standard film test.

I would like to describe for you the way we are tentatively interpreting one set of data. We believe that a good deal of lipreading performance can be accounted for as a function of two factors—learning opportunity and language facility. Opportunity to learn is, in turn, a combination of several other factors. We know that three of the factors that influence learning are practice, motivation, and knowledge of results. We know that the deaf have a great opportunity for practice; many of them have very strong motivation to learn. The amount of information they receive about results undoubtedly varies with the degree of hearing loss.

Let us look at the way in which these three variables influence lipreading scores.

We can estimate the amount of practice that would be possible on the basis of age. Age alone does not guarantee the practice has taken place, but in an interpretation of this sort it is one of the best estimates we have. Table 1 shows that the average lipreading score does progress with age, from 27.93 percent at the elementary school level to 49.17 percent at the college level, with an even better score from more experienced teachers of the deaf.

<sup>2</sup> Wong, W., Dickens, Sara L., and Taaffe, G. A bibliography of psychological characteristics of the aurally handicapped and of analytical studies in communication. "John Tracy Clinic Research Papers I," John Tracy Clinic, 1957.

<sup>3</sup> Taaffe, G. A film test of lipreading. "John Tracy Clinic Research Papers II," John Tracy Clinic, 1957.

TABLE 1.—*Mean lipreading scores by hearing loss and grade placement*

Subjects	Hearing	Hard of hearing	Deaf	Weighted mean (total N)
Elementary <sup>1</sup> school.....	<sup>2</sup> 13.87 (91)	43.11 (59)	38.02 (38)	27.93 (188)
High school <sup>4</sup> .....	37.61 (72)	38.10 (22)	25.75 (154)	30.29 (248)
College.....	51.53 (173)	.....	44.91 (96)	49.17 (269)
Teachers of the deaf.....	57.16 (13)	.....	67.91 (9)	61.56 (22)
Weighted mean (total N).....	39.05 (349)	41.75 (81)	34.79 (297)	30.27 (727)

<sup>1</sup> Grade 3 through grade 6. Administered half of the "Film Test of Lipreading."

<sup>2</sup> Mean, percent correct, score, "Film Test of Lipreading."

<sup>3</sup> Number of subjects (enclosed in parentheses).

<sup>4</sup> 7th, 8th, and 9th grade public school, intermediate and upper residential school.

<sup>5</sup> Gallaudet College students.

The situation with motivation is not so clear. We might conclude from the evidence presented in table 1 that motivation was not of great importance when we see that the hearing subjects, who presumably have little interest or motivation to learn lipreading (excepting, of course, the teachers of the deaf), do as well as, if not better than, those with a hearing impairment. This, at least, is the conclusion we might draw if we look only at the total scores. At the elementary school level, however, the hearing children are markedly inferior to the hearing handicapped.

We have attempted to explain this apparent inconsistency in our motivational hypothesis by suggesting that language facility may be a limiting factor. The results are in the predicted direction during the elementary school period. This may be the result of a greater relative emphasis on formal lipreading training at the elementary level. It may be that at the high school and college level, where there is a relatively greater emphasis on subject matter, and often a greater discrepancy between the language ability of the hearing and the hearing impaired student, we find the effects of motivation obscured.

At the level of teacher of the deaf, however, where the motivation of the deaf teachers will presumably be greater than that of the hearing teachers, and the discrepancy in language ability has been corrected, we again see the effects of the motivational hypothesis.

The third factor that might be important in learning opportunity would be knowledge of results. Many studies have demonstrated that, when the learner is informed immediately on the success of his efforts, he learns more readily. If we turn our attention to a comparison of the hard of hearing<sup>6</sup> and the deaf, it can be assumed that the hard of hearing subjects, with their residual hearing, are more successful communicators than those who are deaf, and therefore have more complete knowledge of results. If they were more successful, they would presumably derive more satisfaction from their communication efforts, which would suggest not only more knowledge of results, but a positive reinforcement of their efforts. The total scores show that the hard of hearing make much better lipreading scores than the deaf.

<sup>6</sup> The assignment to the deaf or hard-of-hearing classification was made by the schools in which the students were enrolled.

If we wish to further explore the argument advanced concerning knowledge of results, that is, the amount of residual hearing contributed to knowledge of results and hence to better lipreading ability, we can examine the relationship between audiometric findings and lipreading skill. Audiometric values for 243 subjects were obtained for 500, 1,000, and 2,000 cycles. Inasmuch as there is no common agreement on the best index to use in comparing hearing loss with lipreading ability we computed three indices: one was based on the best results for a single frequency in either ear; another was based on the best average of the three frequencies for either ear; and the third measure was based on the variance between the two ears. The first two measures were estimates of the subject's best hearing; the third estimate was an index of dissimilarity between the ears without regard to absolute level.

Correlations were computed between lipreading scores and the three indices just described. They were:  $-0.18$  for the best single frequency;  $-0.22$  for the best average; and  $0.13$  for the measure of dissimilarity. All are statistically significant at the 5-percent level.

For the two measures of hearing, a negative correlation indicates that subjects with the greater hearing loss did a poorer job on the lipreading tests. For the measure of dissimilarity, the positive correlation indicates that those with a greater dissimilarity did better on the test.

The last finding of better lipreading with a greater dissimilarity between the hearing of the two ears is contaminated by the fact that, in order to have a wide discrepancy, the better ear is likely to be in the hard-of-hearing range.

An examination of the correlations on the various subgroups on the two measures of hearing reveals an interesting fact: the negative correlations are primarily a function of the results of the 4 deaf groups comprising a total of 189 subjects. The 3 groups of hard-of-hearing subjects, numbering 54 in all, all showed small positive correlations on the 2 measures of hearing. The figures reported above are based on the total sample. However, it is clear that a detailed examination of the subgroupings makes us painfully aware of the complex nature of this finding.

It may be noted that the elementary school deaf and hard of hearing children did better than those at the high school level. There is, however, a spurious factor which may explain this difference. As indicated in footnote 1 of table 1, the data for all elementary school subjects is based on their performance on the first 15 sentences of a 30-sentence test. Inasmuch as the sentences were presented in an order of increasing difficulty, we can expect the first half scores to be better than total scores, even though both are percentages.

The remaining factor that we hypothesized to be associated in a complex fashion with successful lipreading was language facility or fluency. We have suggested previously that language ability may be confounded with experience, as demonstrated in table 1, and it is in fact impossible from our present data to separate these two factors. We do, however, have some independent information on language ability as measured by several paper and pencil tests. Scores on the Gray-Votaw-Rogers general achievement test were available for 79 deaf high school students, and California achievement test scores

were available for 22 deaf high school students. The correlation between subtests on these batteries and lipreading ability were as follows: on the Gray-Votaw-Rogers vocabulary subtest, 0.50; reading comprehension, 0.37. On the California achievement test, reading comprehension, 0.58; reading vocabulary, 0.67; language usage, 0.68. All of these correlations are significant at the 1-percent level, suggesting that among the deaf high school population, those with superior language skills are also the best lipreaders.

Perhaps the most significant finding is apparent in table 1 and has been confirmed by our other work: that is, the excellent lipreading skill demonstrated by hearing subjects. We believe that this finding substantiates the arguments concerning the importance of language facility in lipreading skill. The only other explanation of the excellent lipreading by hearing subjects would be to account for it as incidental learning. Psychological studies have demonstrated that, by and large, incidental learning is relatively ineffective. When we compare the scores of the hearing group with those of the hearing impaired, it does not look as though their learning experience has been particularly ineffective. It must be concluded, then, that the excellent performance of the hearing group must be in a large part attributed to their language skill.

These interpretations would appear to have considerable significance for our thinking in connection with teaching lipreading to the deaf. As with all other research findings, however, the finding must be examined for possible alternative interpretations. One of these is fairly obvious: it results from the scoring procedures used with the film test of lipreading. A subject's score is computed by giving a single point for each word correct. We all know that what is frequently called deaf language is characterized by omission of connecting words, inverted order, incorrect tenses, and other irregularities. It may well be that errors of this sort, while not always interfering with the communication of ideas, may unduly penalize hearing impaired subjects on our test.

We recognize, of course, that lipreading itself and our lipreading test is partly a guessing game, because all of the lipreading elements are not visible, and the lip reader has to fill in what he does not see. The hearing person, in comparison with the deaf person, is more apt to write a grammatically acceptable sentence in response to minimal lipreading clues, and consequently get a better lipreading score. Another type of scoring, based on the transmission of ideas rather than the transmission of formal sentences, may be a way of overcoming this difficulty.

It is doubtful, however, if this alternative explanation will completely do away with the very remarkable performance of the hearing group on this and all of our other tests.

If we were to draw conclusions on the basis of the results presented here today, realizing that they must be limited because of the small groups on which they are based, we would say that formal lipreading training would probably be of the greatest importance for the very young; that language training becomes a more important factor as the child grows older; and that motivation with practice and knowledge of results are all important factors.

## RESEARCH IN SPEECH READING (LIPREADING)

## (Summary of discussion period)

The question of formal versus incidental lessons in lipreading was raised as it related to the research reported by Dr. Lowell. It was stated that three multiple factors involved in successful lipreading seem to be practice, motivation, and knowledge of results. Practice in schools and classes for the deaf is obviously provided as part of the ongoing instruction in academic and nonacademic pursuits. However, relatively less, if any, formal teaching of lipreading is carried out routinely. The specific question was whether or not formal instruction should be provided. The reply was that the studies completed at Tracy Clinic did not provide for this type of conclusion or generalization, but that studies completed in psychology relative to incidental learning suggest that training in a specific skill is more effective than training in a presumably related skill.

Further elaboration concerning the administration and scoring of the film test of lipreading was provided. The research findings reported were based upon a filmed test which was scored in terms of number of words correct. The problems of reliability and validity were discussed briefly and the group was referred to the study of Taaffe listed above in the paper of Dr. Lowell. It was emphasized that the distribution of scores did not follow the normal distribution curve but instead appeared to be flat.

Another aspect of the administration and scoring of the test pertained to manner of response required of the subject. That is, did the verbatim written response required actually represent that which the subject perceived? The quality of the person's actual perceptions as stated, could not be determined by the method used in these studies. Alternative tests were suggested in order to rule out such variables as memory, language, etc. Tests which require a single answer rather than exact representation of that presented by the tester might prove fruitful in this regard.

Other questions posed related to correlations between lipreading and language skills and age of onset of hearing impairment. Correlations of lipreading and vocabulary were reportedly 0.50 and 0.58; those with reading comprehension, 0.58; and language usage 0.68. These findings were consistent with previous research and suggested a marked relationship to lipreading proficiency. The Tracy studies did not deal specifically with age of onset.

The problem of getting the small child to watch the speaker's lips was raised. This is particularly critical since the acquisition of knowledge in deaf infants and children depends upon the awareness that communication is taking place. It was suggested by a member of the discussion group that prior to the age of 8 months, the infant focuses on the face of the mother. At approximately 8 months it appears that a global perception of the parent and the environment takes place, and, therefore, the problem of getting "back to the face" begins at an early age and it is likely to require real understanding to accomplish this. Many felt that this did not create a special problem when the child becomes of school age but perhaps had implications for early acquisition of language and particularly the structure of his native language.

## RESEARCH IN SPEECH OF THE DEAF: ITS IMPLICATIONS FOR THE CLASSROOM TEACHER

(By C. V. HEDGINS, Ph. D., director of research, Clarke School, Northampton, Mass.)

Research in the speech of the deaf, especially during the last 15 to 20 years has followed two general courses. First, there have been a number of comparative studies in which the speech of deaf and normal children has been compared from various aspects. Several types of problems have been considered under this general category:<sup>1 2 3 4</sup> (a) the problem of speech breathing in deaf and normal children; (b) voice production and breath control; (c) the precision of articulation of consonants and vowels; and (d) speech rhythm including the general problem of grouping and accentuation of syllables in larger combinations.

The second general line of approach has been that of making detailed analyses of the speech of deaf children to determine and then to classify types of errors that occur and to study the effects of these errors on intelligibility.<sup>5</sup>

All of these approaches are related and it is not possible to make sharp distinctions between them. Most of the studies have been published and are familiar to most of you. My task this morning is to review some of them and to draw whatever implications possible for the classroom teacher.

Of course, there have been other types of studies hardly related to those just mentioned. These have been largely what may be classified as historical. I think especially of the study by Dr. Hugo Schunhoff whose recent monograph<sup>6</sup> is a significant contribution and will be considered authoritative whenever one is interested in the historical aspects of the development and struggles of oralism in the United States.

It will be helpful in our discussion if we can centralize our thinking about some particular aspect of the speech of the deaf. I have chosen, therefore, as the central theme: "Factors That Influence the Intelligibility of Speech in Deaf Children."

Of course, the most important factor that influences speech intelligibility in deaf children is the factor of deafness itself. Hearing is especially essential for the development of voice quality, for intonation, and for true vowel quality. Two examples of the lack of auditory monitoring of voice may be mentioned. In cases of adventitious deafness, the voice is almost immediately affected and deterioration follows unless suitable measures to retain voice quality are taken. Articulatory movements remain reasonably intact although they may become defective. There is usually a lack of precision in the fricatives

<sup>1</sup> Heddins, C. V., "A Comparative Study of the Speech Coordinations of Deaf and Normal Subjects," *J. Genet. Psychol.*, 1934, 44, 1-48.

<sup>2</sup> Rawlings, C. G., "A Comparative Study of the Movements of Breathing Muscles in Speech and in Quiet Breathing of Deaf and Normal Subjects," *Amer. Ann. Deaf*, 1935, 80, 147-156.

<sup>3</sup> Scuri, D., "Respirazione e Fonazione nel Sordomuto," *Rassegna di Educazione dei Sordomuti e Fonetica Biologica*, 1935, 14, 82-113.

<sup>4</sup> Voekler, C. H., "A Preliminary Strobophotographic Study of the Speech of the Deaf," *Amer. Ann. Deaf*, 1935, 80, 248-259.

<sup>5</sup> Heddins, C. V., and Numbers, F. C., "An Investigation of the Intelligibility of the Speech of the Deaf," *Genet. Psychol. Monogr.* 1943, 35, 289-392.

<sup>6</sup> Schunhoff, H. F., "The Teaching of Speech and by Speech in Public Residential Schools for the Deaf in the United States," 1815-1955, Romney, W. Va., West Virginia School for the Deaf and the Blind, 1957, pp. 1-90.

which may be manifested in the failure to make the proper closure. The fricatives may close completely and function as stops, or drop out of the syllable entirely. The rhythmic structure remains intact. The dynamic structure of the speech, therefore, may remain and intelligibility may be reasonably high as compared to that of congenitally deaf children, but in no sense can it be said to be normal and the primary effect, the most noticeable one, is the effect upon voice quality.

Another example of the effect of the absence of hearing on voice quality is the voice quality of sleepwalkers. All of us have observed the peculiar quality of voice that occurs when a child or adult with whom we are familiar suddenly begins talking in their sleep. The quality of the voice appears flat and unfamiliar. This is due to the fact that the person is unable at the moment to monitor the voice; the ear "sleeps" as well as other parts of the body and the speech is purely automatic.

I should like to call your attention to another fact in connection with this matter of monitoring. There is ample evidence to indicate that sensory processes other than hearing may assume the role of monitoring the speech process in orally trained children. Quite frequently, following an articulatory error, the child may be observed to stop speaking, to go back and correct the error, with no indication from the teacher that an error was made. This is purely kinesthetic-tactile control and it is a very good indication that speech habits have been well established.

Before proceeding further, I think it would be worthwhile to summarize briefly a description of the speech mechanism as it appears from the motor aspect of speech production. Speech is acquired as a motor process; it consists of a series of complicated and rather precise movements. These movements develop as an integrated function of many widely separated muscles throughout the trunk, throat, and head. Furthermore, the movements are made audible by the sounds they produce. Thus we develop a series of acoustic symbols that become spoken language or speech. Normally the sounds serve as a primary guide, first in acquiring, then in retaining a high degree of precision of both the motor and the acoustic aspects in all normal speech. The "feedback" of sound is not the only sensory control available, however. As observed above, there are kinesthetic and tactile cues also available. These play a minor role in normal speakers but in the speech of deaf children the control is almost entirely kinesthetic and tactile. For this reason speech of profoundly deaf children must remain subnormal with respect to quality and possibly intelligibility.

For convenience, the speech mechanism may be divided into three parts: (1) the bellows which controls the movements of the air column; (2) the "reed" or voice mechanism; and (3) the articulatory organs which produce the movements of the consonants and vowels. There is really no simple speech unit from the standpoint of speech production. Utterance of the simplest syllable involves activity in all of the parts mentioned above. The utterance becomes more complicated as the single syllable becomes incorporated into the larger unit of the phrase.

A list of the factors that influence intelligibility of speech will include (1) precision of articulation, (2) voice production and breath control, (3) speech rhythm, and (4) voice quality.

There are other factors such as the skill of the teacher, the teaching method, and an oral climate, or the reliance on speech for communication, but time does not permit a discussion of all of them.

#### PRECISION OF ARTICULATION

Precision is a flexible concept so far as articulation is concerned. It does not mean that each consonant and vowel is given a fixed or stereotyped value of quality, intensity, and length. On the contrary, in normal speech, syllables in words and phrases are spoken with varying degrees of accent and duration. This process is called accentuation and subordination of syllables. Consonants and vowels in syllables are likewise strong or weak, long or short, depending upon the degree of stress of the syllable in which they occur. Thus to give a fixed value in teaching to all consonants and vowels is to ignore the very important fact of flexibility with respect to intensity and duration.<sup>7</sup>

Precision of articulation is especially concerned with the nature of the movements that produce the consonants and the vowels which together form syllables. Basically, and especially from the point of view of the deaf child, consonants are rapid movements which open and close the vocal canal and which release and stop the syllable. The closures, which may be complete or partial, occur at different points in the oral cavity and are effected by different articulatory organs. Vowels on the other hand, are produced by slower, shaping movements which mold the oral canal into the proper resonance cavities for modulating the laryngeal tone. Together these articulatory movements in their almost infinite number of combinations reduce all the different syllables that make up the speech repertory of the normal speaker.<sup>8</sup>

Precision and discrimination in the production of these combinations are essential for intelligible speech. Imprecision and lack of motor discrimination produce a jargon. A vital factor in precise articulation is the rapidity of the movements; another is the accuracy of timing the articulations in relation to the breathing movements. Slow transitional movements from consonant to vowel and vowel to consonant lead to adventitious glides and slurring that become audible and interfere with the acoustic structure of words and phrases. The degree of precision in articulation determines to a large measure the degree of speech intelligibility.

In a study of speech intelligibility of 200 deaf children in two residential schools, Hudgins and Numbers,<sup>9</sup> reported some significant facts concerning precision of articulation. The purpose of the study was twofold: (a) to identify and to classify errors of articulation into general categories and to determine their frequencies; and (b) to determine the relative effect of each type of error upon the intelligibility of speech samples.

First of all the study showed that 22 percent of all consonants were malarticulated while 12 percent of all vowels were likewise in error. The errors were classified into seven consonant and five vowel categories and the relative importance of each category with respect to intelligibility was determined. The study revealed high correlations

<sup>7</sup> Hudgins and Numbers, *op. cit.* p. 351.

<sup>8</sup> Stetson, R. H., "Motor Phonetics," Oberlin College, Oberlin, Ohio, 1931, Amsterdam, North Holland Publishing Co., pp. 50-51.

<sup>9</sup> Hudgins and Numbers, *op. cit.*

between articulatory precision and intelligibility, and that the precision of consonants is more highly correlated than that of vowels. As to the relative importance of the individual categories, the authors found that the failure to distinguish between voice and breath consonants, errors involving compound consonants, and the failure of releasing consonants were the worst offenders among the consonant errors, while the most frequent types of errors among the vowel categories were those involving diphthongs and vowel substitution.

#### VOICE PRODUCTION AND BREATH CONTROL

A second factor that has a significant role in speech intelligibility is that of voice production and breath control. These two concepts are intimately associated and may be said to complement one another in the speech of normal individuals. The term "voice production" is used here to indicate the mechanical aspect of phonation. We can speak of the efficiency of voice production by which we mean an economy of effort and a maximum of acoustic energy. To illustrate, normal speakers are able to intone a vocal note from 20 to 30 seconds without exhausting the breath supply. The deaf child on the other hand usually runs out of breath after 4 or 5 seconds while the vocal tone produced is usually rather breathy. In the latter case we have an excessive amount of breath expended in effort to activate a poorly adjusted glottis.

Normally the process of phonation involves the approximation of the inner edges of the vocal folds in readiness for the movement of the column of air. Phonation begins immediately as the air column moves. There is evidence<sup>10 11</sup> that deaf children fail to achieve this coordination of airflow and glottal adjustment for voice production. The result is often a high aspiration of breath and a weak breathy voice. Thus there is a large expenditure of air and a relatively weak tone. Then the necessity to renew the breath supply forces an increased breathing rate resulting in the breaking up of speech into short phrases. Speech rhythm is thus modified or destroyed and breath pauses introduced in wrong places. Studies of speech and quiet breathing by Rawlings,<sup>12</sup> Hudgins,<sup>13</sup> Suri,<sup>14</sup> and others have confirmed these facts.

#### SPEECH RHYTHM

Speech rhythm, which is closely related to speech breathing, is recognized by everyone as a very important factor in the intelligibility of the speech of the deaf. It very definitely influences speech intelligibility. The Hudgins and Numbers study<sup>15</sup> mentioned above showed that correct rhythm ranks with correct consonant articulations in its effect upon speech intelligibility. This study also showed (p. 353) that while only 45 percent of nearly 2,000 sentences spoken by 200 children were rhythmically correct, this 45 percent accounted for 75 percent of all sentences understood by the listeners. The nature of speech rhythm stripped to its essentials is simply a matter of grouping syllables.

<sup>10</sup> Suri, *op. cit.*

<sup>11</sup> Hudgins, *op. cit.*

<sup>12</sup> Rawlings, *op. cit.*

<sup>13</sup> Hudgins, *op. cit.*

<sup>14</sup> Suri, *op. cit.*

<sup>15</sup> Hudgins and Numbers, *op. cit.*, pp. 325-328.

lables into short accented groups within the phrase. The spoken phrase is not merely a series of syllables and words strung together each spoken with equal degree of force or stress. Syllables are grouped into words or subgroups each with an accented and one or more unaccented syllables. These subgroups give the phrase its dynamic stress pattern. In spoken English the stress patterns of words are usually fixed. A misplaced accent often changes the meaning of the word and inevitably changes the rhythm of the phrase.

An essential part of speech development is that of learning to accent the proper syllables within words. We can hardly say that a word has been learned unless its accent pattern has also been learned. Again it must be said that deaf children do not acquire the correct rhythmic patterns automatically. It must be taught.

#### VOICE QUALITY

Since voice quality depends almost entirely upon hearing, it is not surprising that the voices of deaf children are abnormal. They may be breathy, harsh, weak, or strong, high or low, but rarely natural. It is fortunate for those who deal with this problem, therefore, that speech intelligibility depends to such a small degree upon voice-quality. Most of us have heard the voices of laryngectomized speakers. Such voices are not generally considered as pleasing or natural yet it is generally agreed that the guttural tones of esophageal speech interfere only slightly with its intelligibility. The normal speaker is able to produce intelligible speech with a wide variety of tones and voice qualities.

The primary effects of unnatural voice quality lies in its capacity to distract the listener and thus interfere with his efforts to concentrate on what is being spoken. Once this distraction has been overcome, however, speech that is otherwise accurate, is easily understood.

This does not mean that teachers of the deaf accept poor voice quality on the part of deaf children. Teachers are constantly striving and with some success for greater naturalness in the children's voices. The use of hearing aids especially among younger children has been of some assistance in this direction.

I have tried to deal with the question: What has research in speech to offer the classroom teacher. My efforts have been directed toward presenting the material in terms of a central theme: factors that influence the intelligibility of speech in deaf children. The list of factors examined is not exhaustive but evidence and argument have been presented to indicate that they are highly important. It seems reasonable to suggest that the speech of deaf children could be considerably improved if we understand and give greater stress to the factors: precision of articulation, voice production and breath control, speech rhythm, and voice quality. I have dwelt only briefly with the second half of my title, namely, the implications for the teacher. Perhaps in the discussion to follow, this important subject will receive its just attention.

## RESEARCH IN SPEECH OF THE DEAF

## (Summary of discussion period)

One of the research studies reported by Dr. Hudgins quantified differences between sustained intonation in the deaf and the hearing. The deaf were significantly poorer in this respect. The question was raised as to how this problem might be approached in the classroom. It was stated that the goal in the classroom procedure with young deaf children should be to develop a proper glottal posture. The basic problem stems from the fact that deaf children have not learned to make a good vocal attack. The beginning step is to help the child make the two types of vocal attacks; (1) light and (2) aspirated (h precedes tone). The glottis is closed in the former prior to air moving upward through the glottis, while in the latter the stream of air is initiated prior to the closing of the glottis. Since language comprehension is a factor in young deaf children, an indirect method must be used to assist them in developing proficiency in this skill. (Demonstrated by two types of attacks.)

Glottal posture is related to intoned phonation and dependent upon the manner in which the column of air is moved upward, and through the glottis. After child is taught to make these attacks individually, he is then shown how to alternate them. For example, this is done by alternating "ah" and "ha."

The chairman was asked his impressions regarding the relative usefulness of various devices designed to aid in controlling quality of the voice. From his observation of the Bell Visible Speech device, he felt there were two important limitations: (a) the child could not compound well the purely arbitrary patterns which did not tell the child what to do with his speech mechanism, and (b) the procedure required a semidarkened room which limited the effectiveness of lip-reading.

A stroboscopic device which Dr. Hudgins described provided visual presentation of change in pitch. The teachers eventually discarded it. He cautioned that any device that has a limited relationship between intelligibility and voice quality renders undue emphasis on such a device unwarranted.

Reference was made to the Hudgins and Numbers study pertaining to speech proficiency and speech problems in deaf children, and to what extent might speech proficiency be predicted. The ratings of 40 teachers articulation scores resulted in a low correlation. Although the teachers ratings agreed closely, their rank and order did not correlate well with the experimental data. Finally, the prediction of success in speech development from early age is not an easy task since a wide range exists in voice quality even when hearing loss is held constant.

**APHASIA IN CHILDREN: RECENT RESEARCH, TEACHING SPEECH AND LANGUAGE, AND IMPLICATIONS FOR SCHOOLS AND CLASSES FOR THE DEAF**

(By FRANK R. KLEFFNER, Ph. D., associate director, division of speech, Central Institute for the Deaf, St. Louis, Mo.)

This topic represents a broad coverage of the subject of aphasia in children. In preparing for this talk I have organized my materials into two relatively separate sections, and consequently my presentation will have the character of two reports rather than a single paper. The two divisions are:

- I. Recent Research at Central Institute.
- II. Principles of Teaching Aphasic Children and Their Implications for Schools and Classes for the Deaf.

**I. RECENT RESEARCH AT CENTRAL INSTITUTE**

In the past 4 years a number of studies of aphasic children have been completed at Central Institute. I shall summarize the results of some of these studies.

At the Institute our basic and continuing emphasis is education. In this context, however, we have an obligation to carry out research because of the availability of a significant population of aphasic children and because the experience accumulated over the years teaching these children is a fertile source of questions and hypotheses for research. Some of the questions which have led to or grown out of our recent studies are:

1. What is the nature and extent of the difference between aphasic children and deaf children or between aphasic children and normal children?
2. What factors contribute to the aphasic child's difficulty in learning language?
  - (a) Is the problem primarily in auditory perception?
  - (b) Is the problem a result of a general perceptual deficit?
  - (c) Is the problem a result of a general deficiency to learn symbols?
  - (d) Is the problem a result of an inability to learn temporal sequences?
3. To what extent are the aphasic child's difficulties confined to the learning of language?
4. What are the etiologic factors in aphasia in children?

In 1957 Joe Rosenstein published the results of a study of the tactile perception of rhythmic patterns by normal, blind, deaf, and aphasic children.<sup>1</sup> Ten subjects for each group were given the Seashore Rhythm test by tactile stimulation of the finger tip by a bone conduction vibrator. The findings were:

1. The blind group performed significantly better than the other three groups.
2. The performances of the normal, deaf, and aphasic did not differ.

<sup>1</sup> Rosenstein, Joe, "Tactile Perception of Rhythmic Patterns by Normal, Blind, Deaf, and Aphasic Children," *American Annals for the Deaf*, March 1957.

In 1958 Lillian Wilson<sup>2</sup> conducted a study in which she compared the auditory discrimination of 14 aphasic and 13 nonaphasic (11 hard of hearing, 2 normal) children. The children were asked to discriminate among four stimuli, tone (pure tone) and noise (like white noise) each presented in both long and short duration. Each of the four stimuli (long tone, short tone, long noise, short noise) was assigned an arbitrarily selected letter of the alphabet. The auditory stimuli were then presented to each subject above threshold and the subject was required to point to the letter assigned to that stimulus. Each subject was trained in this task until he made six consecutive correct responses and then a test series was given. The findings were:

1. The aphasics took significantly longer to learn the task.
2. The aphasics made significantly more errors in the test series.
3. The aphasics could discriminate between tone and noise better than they could discriminate between long and short duration.
4. The aphasics made most of their errors on stimuli of short duration.

The general conclusions were that the aphasics were significantly defective in the ability to learn and remember the association between auditory stimuli and letters. The aphasics' errors were not related to hearing loss or to the quality of the sound (tone versus noise), but rather to the duration of the stimulus.

Dr. Donald Doehring, research associate at the Institute, has conducted two studies (unpublished at this date) in which he compared aphasic, deaf, and normal children.

In one study the task was to depress a key when a signal light was turned on. Then one of two additional signal lights was presented. For one of these, the subject was to release the key; for the other, he was to continue to hold the key down. In the test series the subject was given several signals to release the key before the hold signal was given. The deaf and the normals tended to "generalize" or anticipate the release signal and thus made more errors than the aphasics. The aphasics were slower to respond and slower to learn the task.

The second study had to do with visual spatial memory. In this study a spot of light was flashed on a sheet of paper and then turned off. The subject was asked to mark where the spot had been. A number of controlled variables were introduced which were intended to decrease the accuracy of response. The results showed that neither the deaf nor the aphasic differed significantly from the normals in their responses.

In 1958 we published the results of a neurologic assessment<sup>3</sup> of deaf and aphasic children. A group of 183 children was studied (114 deaf, 69 aphasic). Data gathered were (1) pure tone audiograms, (2) vestibular tests, (3) detailed medical histories, (4) neurologic examinations, (5) skull X-rays, and (6) EEG's.

Some of the more pertinent findings were:

1. In the neurologic exams the proportion of aphasics with major abnormalities was about four times greater than the deaf (aphasics 23.2 percent; deaf 3.5 percent).

<sup>2</sup> Wilson, Lillian, "Unpublished Master's Thesis," Washington University, St. Louis, Mo., 1958.

<sup>3</sup> Goldstein, R., Landau, William, and Kleffner, F. R., "Neurologic Assessment of Some Deaf and Aphasic Children," *Annals of Otol. Rhinol. Laryngol.*, vol. 6-7, p. 468, June 1958.

2. About 40 percent of both deaf and aphasic children had abnormal EEG's. The aphasics differed only in that a few more of their EEG abnormalities were of a focal nature.

3. A larger proportion of deaf (51.4 percent) than aphasic (36.8 percent) gave normal vestibular responses.

4. Etiologic background differentiated the two groups best. Meningitis, family history of deafness, and severe infantile infections were associated with deafness. Rh incompatibility, anoxia at birth, convulsive disorders, and family history of neurologic or speech disorder were associated with aphasia. Maternal rubella occurred in both groups about equally.

In the near future we expect to publish a report of a neuropathologic study of the CNS tissue of a child who had been diagnosed and taught as an aphasic who died at age 11. This study showed defective cortical tissue bilaterally and severe deficiency of tissue in the medial geniculate. The child had IQ scores and audiograms within the normal range.

One major complication encountered in studies done thus far has been that our population of aphasic children includes a number of children with multiple handicaps or questionable diagnosis. We feel this has limited the data we can get and the conclusions we can draw. As a consequence, we have just begun gathering detailed neurologic, audiometric, etiologic, and psychometric data on as "pure" a group of receptive aphasics as possible. We will exclude all cases of multiple handicap or questionable diagnosis. Each of the children studied will also be given a fairly detailed psychiatric evaluation.

Another complication, especially in our studies of factors of perception and learning, has been in the creation of tasks not influenced by language skill, complex enough to give qualitative data and yet simple enough to teach to children without language.

You will note that none of these studies includes experimentation with different teaching procedures. The procedures we use have proven their effectiveness over a long period of years. At the present time we do not feel there is evidence to establish the effectiveness of other approaches to the teaching of aphasic children. We feel we have a moral obligation *not* to engage in experimentation in teaching which subjects any child to teaching procedures of unknown or questionable value. We do, of course, intend to direct much of our research toward finding out why the procedures we use are effective and how we might increase their effectiveness.

We feel we have only begun to scratch the surface in our research on aphasia in children, but we are now able to chart a more definite course along which our future investigations must be directed.

## II. PRINCIPLES OF TEACHING APHASIC CHILDREN AND IMPLICATIONS FOR SCHOOLS AND CLASSES FOR THE DEAF

The teaching procedures we use at Central Institute are based upon the observation that the root of the aphasic child's problem is a poor memory for speech. In a more general way we would characterize his difficulty as a poor ability to perceive and recall temporal sequences. He appears to have particular difficulty with rapid sequences, with stimuli of short duration, and with auditory stimuli.

(Some of the research reported earlier in this paper tends to support these observations.) Though auditory aspects of the problem help us to identify and describe the problem, *the basic difficulty in aphasia must be thought of as being independent of the amount of hearing the child reveals.*

When we view aphasia in this manner, it is clear that the problem has little in common with deafness other than its manifestation in the failure to learn speech and language. All systems of teaching speech and language to deaf children require that those children have intact ability to perceive, store, and recall rapid temporal sequences. The deaf child's lack of speech and language is the result of his lack of auditory capacity, and he must be taught to substitute vision for audition. The aphasic child has failed to learn speech and language because he cannot perceive or remember the rapid temporal sequences of auditory events in language, even though he usually "hears" them. Both deaf and aphasic children lack speech and language, but for completely different reasons. The overall educational objective for both groups is the same—the teaching of speech and language—but the means to the accomplishment of this objective must be as different as the underlying nature of the two handicaps.

At Central Institute there has been a program for teaching speech and language to aphasic children for over 30 years. During this time a definite system of teaching has been used. This system, developed by Miss Mildred McGinnis,<sup>4</sup> is different from the procedures used for teaching speech and language to the deaf. The differences relate most to three major tasks to be accomplished with the aphasic. First, developing his ability to perceive, recall, and reproduce sequences of sounds; second, developing his memory for the association between word symbols and their lexical meanings or syntactical functions; and third, developing his ability to use his hearing to comprehend language.

Following are certain principles of the procedures we use which we feel are basic to the accomplishment of the three tasks listed above:

1. *The teaching is analytical.*—Words and language are broken into sound and letter units for teaching. The child first learns sounds and letters and then begins to learn words as sequences of individual (separated) sounds and letters. He is not taught to speak or understand words as connected sequences of sounds until he has attained certain proficiency in his memory for and ability to produce sequences of separated sounds.

2. *A major emphasis in the early stages of teaching is given to the child's oral production of sounds and words.*—We systematically avoid trying to develop the aphasic child's comprehension beyond his expressive ability as is done routinely with the deaf. Aphasic children are poor at learning words through lipreading, reading, or hearing alone. We feel we get best results with his memory when we teach him to produce new words or language in his own speech. We also find that his ability to recognize words and language through his own hearing is dependent upon his ability to produce the words or language in his own speech. This

<sup>4</sup> McGinnis, M. A., Kleffner, F. R., and Goldstein, R., "Teaching Aphasic Children," *Volta Review*, vol. 58, p. 239-244, 1956.

might be compared to the adult learning a foreign language. One cannot learn to understand the spoken form of a new language adequately (no matter how well he may read and write it) unless he learns to speak that language.

3. *There is thorough and systematic association of the sensory and motor aspects of the four language skills of reading, writing, speaking, and understanding speech.*—We teach the aphasic child to produce through speaking and writing and to recognize through reading and hearing every new word or unit of language he learns. The teaching of any new item is not considered complete until that item has been systematically reinforced through the motor, kinesthetic, auditory, and visual aspects of speaking, writing, reading, and understanding speech.

In considering the similarities and differences between the handicap of aphasia and deafness and the teaching procedures appropriate for each, two major implications for schools and classes for the deaf seem most apparent.

First, since the handicap of receptive aphasia resembles deafness in the failure to learn to comprehend speech and language and in the possible faulty response to sound, *aphasic children are and will continue to be present in programs for the deaf.* An additional factor operates here to result in the placement of aphasic children in programs for the deaf. That factor is the general lack of availability of other suitable educational programs, particularly through public education.

A second implication is that *deaf and aphasic children cannot properly be taught in the same classes.*

This brings me to a restatement of what I said in the last meeting of this organization 2 years ago in Knoxville, Tenn. Schools for the deaf should prepare to cope with the problem of aphasia as well as deafness. I do not mean necessarily that every school for the deaf must be so prepared, but in a great many areas and situations the school for the deaf must begin to assume responsibility for the aphasic child if that child is ever to get his due through public education. Following are some of the reasons why schools for the deaf stand in a key position as far as aphasic children are concerned:

1. There are probably aphasic children in all schools for the deaf.
2. Aphasic children in classes with deaf children are a source of frustration, trouble, and failure—not because of aphasia, but because the teaching is inappropriate.
3. The aphasic child has good prospects for continued education and useful citizenship if proper education is available (often in less time than it takes for the deaf).
4. We have found that slow learning and multiple handicapped children with language problems learn better by the procedures we use for the aphasic than by procedures used for the deaf.
5. Schools for the deaf—as going concerns—are frequently the most likely recipients of public funds allocated for aphasic children (such funds seem more and more to be forthcoming).

In preparing to cope with aphasia in a school for the deaf, there are three major problems to be dealt with:

First, there must be an adequate plan for the identification or diagnosis of aphasic children. This is important to avoid creating a conglomerate group of educational misfits under the label of aphasia. Such a group which is likely to show poor results could create staff problems and even jeopardize financial support.

Second, there must be more than a single class. A single class is only a beginning—more are necessary to allow flexibility in placing children according to age and level of progress. Three or four classes is an ideal minimum.

Third, the procurement of properly trained teachers must be done with care. Particular attention must be paid to where and how the teacher is trained to teach aphasics. The administration should avoid a situation which amounts to a trial balloon. The success of any move to cope with the teaching of aphasic children is dependent upon having teachers who can demonstrate that they know how to teach such children, using procedures with demonstrated effectiveness.

There is at the present time a great deal of interest and pressure being generated nationally, within States, and in local areas concerning the education of aphasic children. Legislators, already softened by pressures in behalf of other groups of handicapped, are susceptible to pressures being brought in many quarters on behalf of the aphasic child. Classes and programs for aphasic children are being planned and created in a widely distributed number of places. It is likely that the next 10 years will see remarkable development in the area of educating aphasic children. Many schools for the deaf will be a part of this development. The time is ripe for positive preparation.

#### **RESEARCH IN AUDITORY TESTING: SOME RELATIONSHIPS TO LANGUAGE AND SPEECH DEVELOPMENT AND IMPLICATIONS FOR THE CLASSROOM TEACHER**

(FRANK FRUEH, Ph. D., audiologist, Indiana School, Indianapolis)

The workshop program today has, thus far, been concerned with some of the basic skills of communication as well as special problems associated with symbolically disturbed children. Attention centers now on a process which is an integral part of communication: hearing. Just as the basic attributes of speech are: frequency, intensity, and duration, hearing has counterparts in pitch, loudness, and time. A malfunctioning or a disturbance of anyone of these characteristics can interfere with normal patterns of speech and/or hearing. Thus, a basic relationship between the two is apparent; you are familiar with other examples.

Our main interest concerns the influence that a severe or profound hearing loss has on the development of speech and language, and specifically, those instances in which the loss occurred in the time interval extending from the prenatal period to prespeech age. To put it another way, we are talking about deaf children, keeping in mind, of course, individual differences. As educators of the deaf, you know the problem well: speech and language do not develop in a normal manner; moreover, success in these areas for the deaf when exposed to special educational techniques falls short of what is judged as being normal, particularly in regard to speech.

A thorough treatment of this subject area would, of necessity, have to include a comprehensive review of what language *is* and the factors which influence and affect its normal development. Only some salient aspects of this matter are presented here.

Language, in this case verbal language, is a form of symbolization. Verbal language is a unique characteristic of man. It permits a word (symbol<sup>1</sup>) to represent *something*: an object, an emotion, or a thought. This reference may be to *something* in the past, present, or future. Normal language development is dependent on an adequate peripheral nervous system, an intact central nervous system, and on normal psychological development (13).

Since hearing functions as a receptive pathway for spoken language, an impairment of the peripheral nervous system affects adversely the normal process of language development. Disturbance of the central nervous system or psychological process will also impede development, although with different manifestations. These three systems also are related and function with some degree of reciprocation; for example, damage to the peripheral nervous system can also appreciably disturb a child's psychological development.

It is evident, therefore, that not only are hearing and speech related, but that they also relate to language. This language handicap is perhaps the basic problem, and our efforts in improving the skills of communication among deaf children is to make it possible for them to improve their language facility.

Within the framework herein briefly outlined, we can now consider auditory testing. The number of psychophysical auditory investigations is great, not only in number, but in scope. Where to begin, what to include, and what to omit is not an easy task. Should references be confined to basic experimental laboratory type studies or to studies which are clinically and therapeutically oriented? Obviously, each has its important contributions and, equally apparent, a comprehensive coverage of each would be impossible.

Accordingly, the following is an attempt to present material representative of these various areas, which in a broad sense may serve as landmarks in the discussion period to follow.

Basic to our understanding is knowledge of what is termed the auditory area, the region between the threshold of hearing and the threshold of feeling, touch, or pain. Here (slide 1) is illustrated the auditory area based on normal ear measurements in both laboratory and clinical investigations. A number of different auditory thresholds appear on this figure, but the two of interest at the moment are average threshold and threshold of discomfort. Between these two thresholds we *hear*; below and above, to the right and left we do not hear. The sensitivity of the ear to intensity varies as a function of frequency and is greatest over the midfrequency range.

This figure (slide 2) represents the effect of a flat 50 db conductive loss; notice the reduced size of the auditory area. The threshold of discomfort has risen only slightly.

The next (slide 3) illustrates a case of a moderate high tone nerve loss in which the auditory area is again reduced, particularly in the high frequencies. The threshold of discomfort remains unchanged.

A hearing aid can amplify sound and direct it to the ear; however, if the intensity and frequency composition of the amplified sound is

such that it falls within the hearing loss area, the sound will not be heard. Furthermore, should the intensity of the sound be increased to where it falls within the hearing zone, the sound is distorted. This is so since the loss of hearing is generally greater for the high frequencies and only the low-frequency components are analyzed by the inner ear.

In terms of deaf children, the useful auditory area is even less than depicted in slides 2 and 3. This means the auditory area to which the ear is still sensitive is extremely limited, and, in addition, all perceived sounds seem quite similar making discrimination difficult.

Although the threshold of hearing is elevated as the result of a hearing impairment, the threshold of discomfort is hardly displaced, particularly in cases of inner ear losses. This, in effect, has placed a "ceiling" on the intensity which can be tolerated, and amplified sound must be appropriately controlled in order to avoid reaching this discomfort level. Thus, as Silverman states, "The sound must be intense enough to be perceived in some form and not so intense that the child can't take it."<sup>1</sup>

This matter of tolerance places limitations on the use of hearing aids, compression amplification notwithstanding, by severely hearing impaired children. In spite of technical advances in electronic circuitry and improved auditory training methods, sweeping claims attributed to hearing aids as well as their indiscriminate use must be closely examined.

As a matter of fact, increasing the intensity of speech does not always result in improved discrimination. Generally, this is related to hearing losses central to the middle ear. The next diagram (slide 4) depicts different articulation scores which vary as a function of intensity.

Curves A and B in this figure have approximately identical 50-percent articulation thresholds for phonetically balanced words, but additional intensity above threshold does not materially improve the discrimination ability of the curve labeled "B," which is of a subject with a moderate high-tone loss. Although this is true in many cases, clinical and classroom practices and experimental studies have shown that systematic programs of auditory training can bring about improved ability to discriminate (9, 10, 14, 16). Therefore, despite a limited auditory area and a restricted frequency range, children with a severe hearing loss are capable of achieving some degree of discrimination which can be improved as the result of a well planned and executed training program.

More information is needed, however, with respect to the role intensity and loudness play in pathological ears. For example, we do not *hear* speech at threshold; the normal ear requires 20 decibels additional intensity to be easily discernible, and still more intensity is needed for the speech level to be considered comfortable. This relationship does not always hold in cases of inner ear deafness. As previously indicated in slide 4, the intensity range for impaired ears between threshold for speech and the point of maximum discrimination is much less, in the order of 15 to 20 decibels. Furthermore, the

<sup>1</sup> Silverman, S. R., "Clinical and Educational Procedures for the Deaf." In "Handbook of Speech Pathology," L. Travis (editor). New York: Appleton-Century-Crofts, Inc., 1957, p. 407.

recruitment phenomenon may reduce this value still further and also increase an individual's discrimination loss for speech. How the ear functions in deaf children in regard to loudness above threshold is not clearly understood. Huizing has stated:

\* \* \* a child with the same type of impairment (recruitment) apart from its threshold loss must encounter special difficulties in discriminating speech sounds and therefore in learning to speak.

For this reason it is desirable to obtain supplementary information on a child's hearing properties just above threshold. A standard routine procedure for this type of testing has not come into being yet.<sup>2</sup>

Pursuing this concept of loudness still further, Huizing has postulated three types or ways in which loudness increases and they are illustrated on slide 5 (11). The straight line N indicates that although a loss of hearing is present the rate of loudness increase is the same as that in a normal ear. Curve R represents a "recruiting ear"; directly above threshold there is a rapid increase in the experience of loudness. Conversely, curve P reflects a slow increase in the experience of loudness above the threshold point. In both curves (R and P) loudness relations in comparison to normal ears have been disturbed.

Experience with adults manifesting recruitment has shown that large amounts of amplification are not needed. Huizing suggests that those children exhibiting a *lingering* threshold (curve P) require more amplification in order to reach a comfortable loudness level (11).

Determination of the threshold of sensitivity in many children with auditory disorders is related to a number of factors. Fundamentally, "normal" threshold is a statistical concept based on average values for a number of unimpaired ears. The audiometric technique employed, the physical attributes of the sound stimulus and the testing environment are some of the major factors which influence the measurement of threshold. In addition, variability is introduced in the form of the individual undergoing the test. In this respect Frisina says:

It is important to realize that responding to most tests of hearing \* \* \* is a subjective phenomenon \* \* \* the individual indicates when he hears and interprets in his own way what he hears. At present there is no direct measure of what he hears.<sup>3</sup>

Variability in response to auditory tests, however, can often be as significant as consistent response. Thus, response to low intensities, but not high intensities; conditioning with little difficulty to one frequency, but not another; prolonged periods of latency between a stimulus and a response; response to a warble tone, but not a steady state, all shed information not on "\* \* \* how much the subject hears, but something about *how he hears*."<sup>4</sup>

Such variability in auditory behavior often suggests central nervous system involvement. While this concept enjoys general agreement, there is also evidence that some of what has been termed "variable" or "inconsistent" responses may be due to inability of the inner ear to encode the signal in a normal manner.

<sup>2</sup> Huizing, H. C., "Assessment and Evaluation of Hearing Anomalies in Young Children." "Pro Inter Course Paedo-Audiology," Groningen, 1953, p. 95.

<sup>3</sup> Frisina, D. R., "Basic Considerations in Auditory Training." Proceedings of the 38th Meeting of the Convention of American Instructors of the Deaf, U.S. Government Printing Office, 1958, p. 91.

<sup>4</sup> Hardy, W. G., and Paula, M. D., "Significance of Problems of Conditioning in GSR Audiometry." J. Speech Hearing Disorders 24, 1969, p. 120.

Thus, the term "tardative perceptive deafness" (11) may relate to this point as well as the previous one, loudness function. Tardative perceptive deafness refers to cases in which there is an abnormal time delay between the presentation of the stimulus tone and a response. Time delay which may also vary for different frequencies could interfere with normal reception of speech patterns and, as a consequence, impede the development of speech.

Until recently most audiometric efforts were concerned with how much a person hears. This is important information; however, how a person with impaired hearing *hears* is just beginning to receive attention. Knowledge in this area is needed not only for diagnostic assistance, but also in terms of modification and refinement of teaching communication skills.

That the two processes speech and hearing are inextricably related is shown by the study of information theory and a consideration of the speech mechanism functioning as a servosystem. Knowledge concerning the speech of hearing impaired individuals and implications for the teaching of speech may be gained from a study of this area. The next slide (slide 6) depicting this servosystem is a model forwarded by Fairbanks (4). Operationally, this system has been briefly summarized as follows:

The system's primary elements are an effector unit, a sensor unit and a controller unit. The effector unit produces the speech output and has three components: a motor, a generator and a modulator which correspond to the human respiratory, vibratory and resonance-articulatory structures. Information about the effector unit's operation and its correlated speech output is conveyed to the sensor unit which consists of the ear and the tactile and proprioceptive end-organs. This information is then fed back to the controller unit which automatically directs the speech output of the effector unit.<sup>6</sup>

Within the framework of Fairbank's information theory, the primary avenue for supplying the necessary information about the speech output is the ear. Sensor 2 (tactile) and sensor 3 (proprioceptive end-organs) also feed back signals; however, these data are thought to be less informative relevant to the speech signal itself. It is the ear, therefore, which assumes the major role of furnishing feedback information to the controller unit in the speech servosystem.

The contribution that the auditory pathway makes in the control of speech output can be readily demonstrated by means of delaying the feedback signal.

This is done by requiring the speaker to wear headphones while talking into a microphone which is connected to a tape recorder. This taped speech is then amplified and delayed (both can be varied independently) before being returned to his ears via the headphones. The effect on the person's speech output is often sudden and dramatic, and includes disturbances of pitch, articulation, rhythm, rate, sound duration, and vocal intensity (1, 5, 12).

Study of the effects of delayed auditory feedback corroborate the theory that the speech mechanism functions as a servosystem. Implicit in such a theory is that the speech mechanism is "\*\*\*\* an integrated system and not [a] collection of individual components."<sup>6</sup> In

<sup>6</sup> Quigley, S. P., "The Vocal Effects of Delayed Auditory Feedback and Their Implications for the Teaching of Speech to the Deaf," *Volta Review*, 60, 1958, p. 315.

<sup>6</sup> Quigley, S. P., "The Vocal Effects of Delayed Auditory Feedback and Their Implications for the Teaching of Speech to the Deaf," *Volta Review*, 60, 1958, p. 316.

terms of speech, this lends support to the proponents of the synthetic method of speech training, since this method does not single out any one component, but concentrates on the whole speech mechanism.

Not to be entirely discounted is the role of the tactile and proprioceptive feedback pathways. It must be remembered that the main avenue of "automatic" control is limited; consequently, techniques such as the Tadoma method which emphasize tactile and kinesthetic pathways should, it seems, continue to be stressed.

DiCarlo (3) has studied the effect of hearing one's own voice, with and without auditory feedback, among hearing impaired children. His conclusions included:

1. Better speech in terms of modulation and rhythm resulted without delay, but with increased feedback intensity.
2. Disturbance of speech production occurred for all children when subjected to delayed feedback.
3. The speech of children with lesser amounts of hearing loss was characterized by greater disturbance under the condition of delayed feedback.
4. Those children who had received prior auditory training exhibited greater disturbance of speech when subjected to delayed feedback.

Aside from utilization of delayed auditory feedback as a diagnostic tool, these conclusions emphasize the role of the ear in monitoring speech output. When the children heard their own speech and at greater intensity than the level at which they were speaking, the result was a more pleasant and natural voice. This suggests that hearing aids should be worn more frequently when speech instruction is carried out in order that each child can better hear his own speech, thereby making it easier for the speech output to be controlled.

The recent advent of two channel hearing aids has raised much speculation concerning their superiority over conventional single channel aids. The professional literature, however, is almost void of clinical and research articles dealing with this topic; moreover, the few studies reported were done on adults who, in the majority of cases, had conductive losses.

Much of the interest in binaural hearing aids is predicated on the basis that since a normal hearing person hears well with two ears, similar benefits through the use of binaural amplification should accrue to the individual with impaired hearing. A major advantage of binaural hearing usually cited is that two ear hearing permits better differentiation between the foreground signal (speech) and the background signal (irrelevant sound); consequently, speech is heard with greater clarity and precision. Whether such advantages would also be gained by deaf children using binaural amplification is at this time not known.

In conclusion, some of the implications for educators of the deaf based on the material presented may be summarized as follows: hearing losses differ in degree and configuration. While recognizing similarities individual variations must be taken into account in terms of lesson planning in auditory training, intermediate and long range speech goals and levels of achievement. Proper attention should be accorded to the intensity setting of hearing-aid equipment, lest the am-

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plified sound begin to impinge on the threshold of discomfort which often results in developing a negative attitude on the part of the child.

Within the theoretical construct which states that the speech mechanism is a servosystem, experimental work points up the need to make every possible effort to utilize whatever remnant of the auditory feedback pathways remains in severely hearing impaired children. More attention is centering on *how* we hear; information on this aspect will have implications not only in classifying children for purposes of training regimes, but also in terms of how to design more effective methodologies of training in the areas of speech, speech reading and auditory training.

Only a few of the many facets of auditory testing have been touched upon here; in the discussion period to follow it is hoped that other topics of interest will be introduced and developed.

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MONDAY, JUNE 29, 1959

SECTION ON HEALTH AND PHYSICAL EDUCATION

Ritter Hall, Nos. 101, 102—Section leader: Mr. Lloyd Parks, principal, Kansas School, Olathe

9-9:45 a.m.

Keynote speaker: Mr. Frank R. Turk, director of practice teaching in physical education and wrestling coach, Gallaudet College, "Methods of Teaching the Deaf in Physical Education."

10-10:30 a.m.

Morning session of health and physical education workshops.

1:15-2:15 p.m.

Afternoon session of health and physical education workshops.

2:15-2:45 p.m.

Workshop participants and recorder formulate report.

3-3:45 p.m.

Section meeting to summarize workshops:

Coaches workshop:

Mr. Raymond Butler, head coach, Texas School, chairman.

Two training films on football and basketball.

Mr. Turk, "Wrestling, Its Place in a Residential School."

Girls' physical education teachers:

Mrs. Mary Belle Coll, Kansas School, chairman—Movie of girls' gym exhibi-

tions.

Superintendents and principals: Mr. Marvin Clatterbuck, Oregon School, chairman, "Outside of School Activities."

Interpreters: A. G. Turechek, Eldon E. Shipman, John Shipman.

**METHODS OF TEACHING PHYSICAL EDUCATION TO THE DEAF**

(FRANK R. TURK, physical education instructor, Gallaudet College, Washington, D.C.)

Mr. Chairman, ladies, and gentlemen, I am very happy to have the privilege of speaking on this subject to you this morning.

Emphasis throughout my talk will be placed upon physical education as a means of motivating learning among our deaf children, learning which will integrate with other school areas toward achieving the main objectives of education.

For years and years, one of the goals toward which we teachers have striven in educating our pupils has been to help them learn on equal terms with their hearing contemporaries. In order to realize this objective, we have varied our methods of approach from time to time, in pursuit of the most efficient and effective ones. Our results have been hardly anything but theories. We want *realities*. Theories are wonderful, but realities are honest. This is not an attempt to belittle our educational system. It is an attempt to encourage exploration in a few untried areas within our system which, if explored, may solve some of our problems. We all know, for example, that our deaf charges are accustomed to thinking and perceiving only in terms of concrete realities, not in abstract terms. Using this method of approach, i.e., pointing out concrete examples, and minimizing abstract

theorizing, it seems logical that we would then enter the avenue of least resistance toward comprehension and true assimilation.

That physical education has such a poor footing in our educational system is understandable. Not many administrators really understand its potential contributions to the deaf child's total education; and it is our personal duty to give them material proof that our program does contribute to this. It is our duty to give concrete evidence that we do accomplish the things we claim we do. We ourselves are convinced of this, but what we need is to produce unquestionable evidence that this is so.

Since learning in physical education may well be defined as a stepping stone to maximum learning in other subjects; and since teaching in physical education may well be defined as laying a blueprint for self-motivation, it is necessary to take into consideration the term "teaching" before a satisfactory method of teaching physical education may be evolved. What is "teaching"? Do we really understand this term? Periods devoted to interpretation of rules, lectures, and supervised play represent only a small portion of the term "teaching," yet some of us do consider these things to represent the entire teaching process. Teaching physical education refers especially to the organization and conduct of learning experiences. Its fundamental purpose is to stimulate learning by organizing and guiding the experiences of the child. In almost all cases, these experiences duplicate the out-of-school situations in keeping with age-old theory that we learn better through repetition and familiarity. The crucial point to bear in mind about teaching integrated physical education to the deaf is that the teacher merely arranges the environment for learning and stimulates and guides the pupil's activity in that environment. The activities themselves are used as guides, not as mere play. It is the pupil who learns, and each pupil must do his own learning. Teaching brings the pupil into a learning environment and advances the efficiency and motivation of the learning process. This process is thence transferred to the other school areas where it may be utilized to the maximum extent of the pupil's learning. Once the child realizes that learning is fun and is interesting, he is motivated to learn other subjects. This is the concept of physical education in our educational system. But this concept has not been utilized to the fullest in practice. Our administrators must be made to understand fully the potential contributions that physical education can make toward the education of our deaf children.

The means the teacher uses to organize and guide learning experiences are called teaching methods. Their meaning and scope are best understood in their full implications when discussed in the total work of the school—curriculum, instruction, supervision, administration, and evaluation. Curriculum deals with the selection of desirable educational outcomes and learning experiences. Supervision aims to improve both the design and process of instruction. Administration provides the setting for learning. Evaluation appraises the outcomes and methods of all the areas of schoolwork.

One of the common faults observed in our application of these five processes is that we seem to underestimate the value of pupil participation in them. We dominate their attention, little realizing that good teaching often leads from behind and that the pupils learn better when

they understand the goals through participation. They know what is there for them to conquer and they are thus self-motivated. Brief examples of learning experiences based on participation of pupils in major working areas include curriculum (pupils serve on a curriculum committee to plan weekend activities or any part of the program); instruction (members of the varsity team demonstrate basic plays and techniques to classes to increase spectator appreciation); supervision (a group of pupils participates in a demonstration for a teachers' or parents' meeting, illustrating new techniques of a new activity); administration (a pupil committee suggests policies and procedures for the use of equipment during noon hour and supervises its distribution and return). Evaluation (an elected pupil group evaluates sportsmanlike conduct at athletic contests and reports its findings to a panel discussion of all-school assembly). These examples of active participation by pupils in all aspects of the schoolwork represent an important kind of teaching method.

In applying methods, four factors appear paramount: (1) It is the pupil who learns, and he must be the center of attention; (2) a pupil learns from all conditions in the environment surrounding learning experiences; (3) the methods used must be compatible with the goals sought; and (4) the teacher should be situation learned, not only book learned. Theory and practice meet in the consideration of methods. Those who attempt to teach methods are frequently confronted with student frustration caused by gaps between theory and methods. Thus, methods are to be studied, understood, and applied, rather than learned, remembered, and applied.

Psychologists tell us that children are their real selves when they play and that they learn more, learn faster, and remember longer when they are doing something they enjoy. The desire and need to play is always present in children. They come to us unconsciously demanding an opportunity to use their minds, arms, legs, and bodies. They seek the security that success, approval, encouragement, and recognition produce. Therefore, it is only logical to assume that physical education with an integrated program of unified and purposeful play activities is a rich soil into which the deaf child's self-motivation, so necessary to achieve maximum learning, is transplanted. In all probability, teachers of other subjects have to construct that self-motivation. We do not have to construct it. We receive it. We simply start out to stimulate and guide it into the process which the teacher of other subjects may maintain or utilize into maximum learning.

Teacher competency has a major influence on the success of integrated physical education. The teacher who stimulates interest through the use of activities appropriate for the individual or group through interesting and attention-capturing methods, and through enthusiastic teaching and leading, usually finds little or no difficulty in achieving success. He may find a few breaches of discipline. Most breaches among the deaf spring from boredom on one hand and confusion on the other. Pupils bored with teacher-centered activity look elsewhere for satisfaction, while pupils confused by class procedures also seek outlets for themselves, usually by misbehavior. What do we mean by interesting and attention-capturing teaching methods? In my personal opinion, this is your "meal ticket" to suc-

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cessful teaching, as far as teaching integrated physical education is concerned. There are many examples, of which I can give you only a few at this time:

(1) At the beginning of an activity, we should cultivate the pupils' interest by giving some attention-capturing examples. In interpretation of football rules, for example, we may say something like this: "President Eisenhower was a good football player during his college days." The pupils certainly know Eisenhower. Chances for development of human interest are greater when they know something about the activity, for it is natural to want to enlarge on what you already know. As soon as they are absorbed in the adventure of learning, we may go on to teach the actual plan of the period with maintained interest.

(2) When it becomes difficult to get some idea over to the pupils, we should "transfer" our teaching to the pupils who understand by having them "teach" those who did not understand rather than to keep on confusing them. A teacher and a pupil may say the same things but the latter has an advantage in that his methods of interpretation are more familiar and practical. They talk with each other every day and thus they understand each other.

(3) In a health class, on the subject of teeth care, we may start out with some question like this: "Do you know that you can become blind if you do not brush your teeth regularly?" The entire class should be interested in that question for they do not want to be both deaf and blind. After the question is explained in detail, we may go into the plan originally designed for the period. You cannot expect them to be motivated to change their health habits if you simply tell them that it is important.

(4) We coaches tell our players to work hard during the summer in preparation for the coming season, little realizing that they do not know the calisthenics especially valuable for this purpose. To further stir interest, we may introduce to them the meaning of "memory crutch," explaining that "memory" is the ability to remember and that "crutch" is something the memory rests upon. The "memory crutch" may be football, using the eight letters for eight different exercises.

(5) Teach them the words you suspect that they do not know. We should not wait for them to ask questions or assume that no questions mean complete understanding. A deaf child, unless he is motivated, does not find it easy to raise his hand to ask a question for several reasons: First, the child lives in a residential school where conditions of familiarity may make him conceal his shortcomings. Second, he does not want the other fellow to make an issue of it, which is characteristic of deaf children. Third, he fears failure of understanding the word which may put him in a difficult spot. For example, the other fellow who is not under pressure may understand the word quicker and then try to make the situation difficult by saying things like this: "You do not know the word?" or "This is an easy word"—even though he himself has just learned the word.

(6) If the activity is not proceeding well, we stop the activity and carry out what is known as spot evaluation. This should be started with questions such as: "Can you think of any ways that we might improve our performance in the activity?" or "What do we have to

do in order to be good performers in this activity?" The emphasis here is to place the student in a problem-solving situation and consequently provide for a more satisfactory learning situation. One thing to keep in mind when carrying out spot evaluation is not to start out with the last error. We should wait until a few errors are made before stopping the activity and then bring up the ones that are least fresh in the students' minds to avoid putting the pupils in a difficult spot.

(7) We should direct our program communicatively in words, not in "pictures." For example, in volleyball, when we give the order to put up a net, we should say it in English—"Let's all get together and put up the net"—rather than pointing to the net and then in pictures indicating for it to be put up. The "picture" method leaves out a lot of terms worth knowing and, consequently, the student's knowledge of terminology remains stagnant. We should also correct their manual English like the teachers of other subjects correct their written English. Our deaf children spend more time talking manually than they do writing assignments; therefore, they may master the English language quicker if we correct both their manual and written English.

(8) We may do well to have one class a week devoted to something like conventional English in collaboration with teachers of the other subjects. In this class, shortcuts in our sign language such as "I almosted," "I think finished," and "Dr. Elstad" are changed into "I almost beat you"; "I thought you did it"; and "Have you seen Dr. Elstad?" Also, practical sayings like "Say it with flowers" may be taught to the students so as to broaden their learning process. Mastery of the English language is to the deaf like some kind of religion. They strive to have a good command of English and we certainly can help them achieve this goal by questioning our methods at intervals, rather than always placing the blame on the students' lack of interest.

We tend to explain away our problems and failures when we say that the pupils were not ready for the task. The term "readiness" is not in my opinion a mysterious component of a deaf child's education. It is mostly the problem of getting the child motivated for the task. The child has to be motivated before learning takes place. Motivation is central to learning. It is easier for us teachers to give answers and directions and to do things for the child than to help the child to do things for himself. You can take a horse to water but you cannot make him drink. Opportunities for total development are present when the child is self-motivated. For one thing, confidence is built. For another, he achieves a degree of maturity. Confidence affects the learning process favorably. A deaf child who believes that he can succeed approaches a task with vigor and better emotional tone. A fundamental difference between maturity and immaturity is the ability to take responsibility for one's self. Physical education offers many situations for the development of leadership and responsibility. Pupil leaders may be used as squad leaders, captains, referees, managers, assistants, coaches, and members of policy and planning groups. This concept is basic to real learning. Any task assigned to the pupil is carried out as a period of continuous growth for him, not as a means of compensation for excessive teacher load. The experience is mutually instructive to both the pupil leader and the pupil follower.

Teaching physical education to the deaf has many ramifications. The work extends beyond the activities undertaken during class and extra-class instruction periods. A teacher must do a great deal of planning, organizing, counseling, administering, supervising, studying, reading, conferring with other teachers, and recording to assure desirable results from every learning experience. He needs a complete understanding of growth and development of the needs and drives of the individual deaf child, of the educative process, and a wide variety of activities through which the needs of motivated learning may be satisfied. He studies the learner and considers the nature of the learner and how his learning takes place. He has a thorough grasp of the educative process and understands the unique approach of physical education to the deaf child's motivated learning. He knows that he has to compensate for his deficiencies and continually to improve his ability to conduct learning experiences. He realizes that teaching cannot be reduced to a formula of procedures and techniques to meet all situations. His instructional procedures are characterized by experimentation, creativity, confidence-building approaches, and, if he is deaf, a good command of manual English.

Teacher-pupil rapport is indispensable to the success of integrated physical education, for obvious reasons. To begin with, the teacher's foremost duty is to stimulate and guide the pupil into the motivated learning process. This procedure demands good teacher-pupil relationships. Second, the teacher of physical education is in an enviable position to act as a parent substitute. Third, the child's natural love is play and, unlike the other academic areas, he is permitted and encouraged to discuss points concerning an activity or a problem rather than be required to remain silent when talk does not interfere with the activity on hand. A bit of kidding and happy "byplay" not only makes for good relationships but also facilitates learning by increased interest. A deaf child tends to memorize a joke much easier and remember it longer than he does a scholarly saying. It is not because of the joke itself in particular, it is because of the method through which the joke is presented, the happy atmosphere which comes with it, and all. This is one example of how learning may best take place. Physical-education classes bring forth chuckles and good laughs, which accelerates the learning process.

What is needed in every school for the deaf, if motivated learning is to take place, is a teacher-pupil rapport, not necessarily confined to the area of physical education. A sense of reality and a feeling of relevancy are the backbones of motivated learning. If we teachers continue to say that we are too busy lecturing or grading or doing some administrative duties, and if our pupils continue to read their texts and perform their assignments, we will continue to operate more or less in a vacuum. Our schools would be run like huge industrial plants and our students would feel that school is just a passport to a job, without a visa admitting them to the promised land of wisdom. A college student said to me last month on the occasion of his graduation: "If it were not for a certain teacher, I would have gotten nothing out of college." What he meant was not so much the teacher's classroom teaching as his personal radiance, his willingness to come to grips with basic ideas in informal conversation over a cup of coffee, a dish of ice cream, or while pulling a pipe. When a deaf pupil

gets together with a teacher or two about essential ideas and ways of life, ways of utilizing the learning process, this is the heart and soul of education, as distinct from mere learning. Moreover, this technique has two-way benefits. While the teacher helps the student, the student is also helping the teacher. Prof. James Humphrey, of the University of Maryland, has suggested that—

teaching is a lot like fishing. Sometimes they bite and sometimes they do not. The kind of lure you use has a lot to do with this.

That lure is discovered best in teacher-pupil rapport and if you think that there is some better technique, I want to know about it.

Someone has defined education as "what remains after you have forgotten everything you learned." We could not very much argue with this; it is in a large sense true. It is the bull sessions, the informal teacher-pupil conversation, and above all, motivated learning through practical experience where we come fully alive to the fundamental issues of human life. This is a real challenge to us teachers of physical education. To meet it successfully will, I think, bring for us a sense of personal fulfillment, of achievement, and deep satisfaction in a job truly well done.

#### PHYSICAL EDUCATION PROGRAM FOR GIRLS IN THE KANSAS SCHOOL FOR THE DEAF

(Mrs. MARY BELLE COLL, Kansas School, Olathe)

The major objectives of the physical education program for girls are—

1. To develop endurance, muscular strength, and organic vitality.
2. To develop control and grace of body movement and appreciation of correct body posture.
3. To develop skill in dancing and sports activities that will carry over into desirable leisure-time activities.
4. To develop qualities of leadership.
5. To develop acceptable social conduct.
6. To provide emotional outlet through creative rhythms and recreational sport.

Girls should have an understanding of why it is important to observe rules which make for better and safer participation. They should be encouraged to do their honest best to win, but they should not overlook sportsmanship. They should have ability to accept success and defeat in a sportsmanlike way, consideration for the rights of others, and working toward the same goals. They also should be encouraged always to perform to the best of their abilities.

Proper body mechanics and the development of poise and grace of movement are of paramount interest to girls in their physical education. Training in fundamental positions and movements, such as standing, sitting, walking, and running, should be included in the program for girls and an appreciation of rhythm and control of body movement should be developed.

As for psychological fitness, girls should develop interest in and readiness for activity, form desirable health habits, ability to release from emotional tensions in ways that are personally and socially acceptable.

Skills in safety capacity lead to safe living, such as ability to change direction, dodge moving objects, lift properly, and use equipment safely, habit of considering the possible hazardous effects of activities upon one's self and others.

As a whole, emotional, mental, and physical health go hand in hand. The program for girls at the Kansas School for the Deaf requires all girls, except those with cardiac trouble, from third grade and up, to take part in physical education classes. The girls from the intermediate department (third through fifth grade) come to the gym or playground on Mondays and Wednesdays, and the girls from the advanced department participate on Tuesday and Thursdays. The girls with cardiac trouble come to the gym too. They help with keeping score, seeing that the girls are ready for classes and locking up the gym. They feel that they belong to the gym class. Time for each class is limited to 1 hour, more or less depending on the space allowed for girls.

Each girl is given a chance to be a leader. Two or more girls, alphabetically, become captains or leaders, depending on the game or the number of squad requirements. In this way they develop ability to assume and carry out responsibilities. Sometimes they are allowed to decide which game to play that afternoon. They choose girls to be on their own teams. They are responsible to take out needed equipment, such as balls, bats, bases, mitts, Indian clubs, etc., and put them back in place. They are taught to encourage their own team to win without too much criticism. They learn to be considerate of those with body defects, "polios," mentally retarded and poorly coordinated students. They help them with signals or lead them.

The program is prepared for 3-month periods. In the fall the girls play outdoors as much as possible. Once a week they participate in soft ball, relays and other games. On the other days they take archery and tennis. When the weather becomes too cold, they play indoor games, such as pinball, volleyball, four corners (soccer), captain ball, and others, including new games once a week. On alternate days they take calisthenics for 10 or 15 minutes and do the endurance games, such as running, skipping, hopping, jumping, and climbing games. Endurance and strength in girls are built gradually. It is necessary to watch for fatigue, especially in the younger girls during their growing stage. Later on they learn to do dances with running steps—Chimes of Dunkirk, Danish Dance of Greeting; dances with skipping steps, Virginia Reel, Heel and Toe Polka; dances with hopping steps—Seven Jumps, Swedish Schottische; dances with jumping steps—Jump in, Jump Out, Leap Frog Relay, and Jump Jim Crow.

During the basketball season, from December to March, the girls have less time for gym, as the grade school boys must have the gym to practice basketball in the afternoons. Therefore the girls have only 45 minutes, including changing to their gym outfits and back to their street clothes. One day of their period they play games and practice relays, while the other day they meet in the student center for 15-minute or longer talks and discussions about health, personality, and sex education. Thus they get a better and clearer understanding about life. All the girls are required to learn the basic ballet steps, folk dances, round and square dances, and also tap dance to acquire poise

and grace of body movement. Before they learn the new dance steps, they listen or feel the music vibrations of the Hi-Fi music box. They dance to routine or dance records which were ordered from Russell Records, Ventura, Calif.

After the basketball season, the girls return to gym where the heavy apparatus, such as vaulting horse, mats, ropes, and poles, can be left on the floor without having to move them after each class. The girls are divided into four or five squads with a leader for each squad. Rotating squads from one activity to another is a very useful device when a class is very large or when activities are timeconsuming. For example, a class or squad might start with horse vaulting, another might be using the floor mats for tumbling, a third might start with rope or pole climbing, the fourth might practice with pyramid building, while the fifth might practice simple rhythmic dances. A jukebox was installed in the gym for dance purposes. At a given signal (every 15 minutes) the squads rotate. Girls play games on alternate days. They are fond of playing basketball, although they are not allowed to play with other schools except on playday. However, they get the satisfaction of playing basketball during dressing time or after each class, whenever they have time and space.

From April to May, when the weather is nice, they do about the same things they do in the fall—play softball, tennis, archery, and relays.

Four years ago the Johnson County League formed a playday for girls. Instead of competing against each school, each team is made up of two girls from each school (K.S.D., Fontana, Stanley, Edgerton, Wea, and Stilwell.) Each team is given a certain colored badge. The first playday was held at K.S.A. At that time each team represented an Indian tribe. The team which makes the most points wins a pennant. Ribbons are given to individual winners in the various events.

The second playday was held at Stanley, and each team was given a clan name. During the third playday at Fontana each team was named for a well-known baseball team, such as the Yankees, Dodgers, Cardinals, etc. Last month the fourth one was held at Edgerton. Each team represented wild animals.

In the mornings the teams engage in major sports as softball, volleyball, and basketball. In the afternoons they participate in the minor sports, such as the 50-yard dash, high jump, baseball throw, etc. There are enough minor sports, so that each girl must participate in one minor sport.

The K.S.D. girls enjoy this playday very much and make many friends with the hearing girls. They are looking forward to the next playday. The officials from each school work together to make this affair successful.

#### SUMMARY OF DISCUSSION

Miss Rita Gesue, of Riverside, Calif., read Mrs. Coll's paper orally for the benefit of hearing physical-education instructors and visitors. Several questions concerning the given talk and discussions were brought up. Mrs. Coll asked several physical-education instructors to

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give short talks about their own physical-education programs. Miss Florence Wall of the Colorado School started "rolling the ball," telling about her work among the deaf and blind children. Following speakers were: Miss Sarah Wade of Georgia, Miss Rita Gesue of California, Mrs. Ruth Seeger of Texas, Mrs. Afton Burdette of Utah, and Miss Agnes Dunn of Washington, D.C. Miss Anabell Black, the home-economics teacher, gave us an idea how the physical-education program is being done in the Mississippi School. Miss Wade, Miss Gesue, and Miss Sue Ladner acted as interpreters. Afterward, informal discussion was taken up among themselves.

The conclusion of the physical-education workshop is that several schools keep deaf children in contact with hearing children through playday, fieldday, volley ball and basketball competition. Some schools are more for sports, with little for dancing. Others see that children get advantage in every kind of sport, dancing, tumbling, etc.

In the afternoon Mrs. Coll introduced Miss June Bishop, who had been a physical-education leader in the Kansas School for 28 years. Miss Bishop gave a short talk. A beautiful, colored film was shown, depicting dances, drills, tumbling, and pyramid building given by the Kansas girls. That morning, pictures were taken during Miss Bishop's time. It seemed that the physical-education instructors enjoyed that kind of meeting and the exchange of physical-education ideas.

#### OUT-OF-SCHOOL ACTIVITIES IN SCHOOLS FOR THE DEAF

(Mr. M. B. CLATTERBUCK, superintendent, Oregon School, Salem)

The theme of our convention is "Today's Education Can Meet the Needs of the Deaf Child." If schools for the deaf are going to meet the needs of the children, then we as administrators must take a close look at what the children in our schools do from the time they leave school in the afternoon until they return the next morning. Are we really planning for this time, or are we merely "baby sitting" or "policing" the children when they are out of school? The education of the deaf is not complete until they know how to plan for and use leisure time profitably.

No attempt was made to analyze the information received from the questionnaire sent out by Mr. Lloyd Parks. However, all the information was tabulated and is included on the mimeographed sheets for your study. You will find some new ideas from this material. I wish to mention a few things that these questionnaires did bring out.

1. There is a trend for many more children to go home for weekends.
2. There is a desire to improve the status of houseparents.
3. There is danger of too many planned activities in our schools.
4. The deaf children in the schools are participating in all types of activities.

In our discussion today it would be well to first define the area; secondly, to consider some of the out-of-school activities; then the personnel needed to carry out the program; and finally to set up the desired results and recommendations.

## HEALTH AND PHYSICAL EDUCATION SECTION

## QUESTIONNAIRE

1. *What out-of-school activities does your school provide?*

Boy Scouts	34	Playground activities	6
Girl Scouts	21	Brownies	5
Parties	22	Driver training	5
Athletics	23	Sunday school and church	5
Intramurals	23	Canteen and snackbar	5
Movies (off and on campus)	18	Girls athletic association	5
Social clubs	18	Hobby clubs	6
Dances	13	Boys athletic association	3
Swimming	13	Wrestling	4
Picnics	9	Bowling	5
Field trips	10	Camping	4
Literary society	13	Photo club	4
Religious instruction	8	Dramatic club	3
Roller skating	8	Tennis	3
Cub Scouts	6		

The following were listed two times each: Junior Red Cross; boys' key club; science club; girls' basketball; tobogganing; rifle club; Campfire Girls; skiing; pep club; attending rodeos, flower shows, circus, ballet, ice show, college football, etc.

The following were mentioned one time each: Dancing instruction; Radio Club; physical education; beach parties; Train Club; shopping trips; volleyball; badminton; cross country; 4-H; chapel; model boats and planes; kite contest; doll parade; date night; junior achievement; honor society; slumber parties; hockey; ice skating dinners; special programs; Star Watchers' Club; Girls Silverstar Club; pool; softball; chess; social lounge; Stepping Stone Club; Junior M.A.D.; TV; girls' playdays; bicycling; Ping-pong; shuffleboard; Student Council; FHA; work.

2. *Who administers to these programs?*

Teachers	8
Houseparents	3
Child-guidance department	1
Teachers and houseparents	32
Household director	1
Dean of students	1

3. *What provisions do you make for organized and supervised activities on Saturdays and Sundays?*

All, most, or a large number of the children go home on weekends, nine.

## COMMENTS

We have a recreation director who plans activities.

Scheduled play, recreation, and social activities are provided. These include intramural type games, dances, discussions, dramatics, supervised lounge periods, etc. Nature lore is outdoors attraction. Sunday programs include outside speakers and pupils participation, such as art work, photography, movies, etc. Outings and craft work also are offered.

Only weekends preceding a holiday; 75 percent of our students are at home over weekends.

None, other than a Sunday afternoon movie and an occasional picnic in the spring. Literary Society meets on Sunday night.

Houseparents have charge of the program.

Except for Scout camps, driver training, and a few similar programs, all weekend activities are in the hands of counselors. Religious instruction is provided for both Catholic and Protestant children on both Saturdays and Sundays by volunteers.

No organized activities.

Saturday a.m.: Selected vocational or hobby work in shops with teachers.

Saturday p.m.: Off campus for older ones alone. Intermediates go off campus with staff. Eighty pupils go home every night and *most go over weekends*.

Children who are mature enough go to local churches. Various activities are carried out on Saturdays.

On Saturdays, each dorm has its own program of activities. Movies on campus at night. Off-campus movies with counselors. Student body dances on Friday nights.

Sunday school and church-literary society ethics talks on Sunday evening. Religious services, evening parties, TV programs, hikes.

Houseparents make their own arrangements; however, teachers may have children on Scout trips, sports program or some other field trip.

Parties on Saturday night (dances, etc.) average two a month. Sunday school and Christian Endeavor every Sunday. Picture show (full-length movie) average 25 pictures a year. Saturday night, older children; Saturday afternoon, small children.

Dances, parties, movies, hikes, intramurals, and free play.

Saturday we have some parties; some go swimming, or organizations give programs; Sunday school, Christian Endeavor.

Some kind of activity is organized for each child on Saturdays. The children attend Sunday school on Sunday morning and church services Sunday nights.

We have an administrative assistant who is responsible for recreational and social activities.

Monthly parties, camping trips, swimming trips.

Supervisors take children to movies in town, snack bar, TV, pool, Ping-pong.

Excursions, picnics, movies, intramural games, camping activities, religious services at local churches, dates.

Movies, story hour, outdoor games.

Delegated to houseparents, athletic director and to the pupils themselves.

About 50 students are day students and weekenders. Older students go to town and to football games, etc., on weekends. Our own teams play on many weekends. Movies, parties, camping, and sports fall on weekends, as well as church-sponsored activities. However, this is probably the weakest part of the program especially for intermediate and younger children.

We have a full-time director of athletics, physical education and recreation; his staff with the houseparents supervise activities.

Supervised snack bar, parties, Saturday night with frequent movies. Sunday school and chapel Sunday morning. Intermediate and older youngsters attend local movies on Saturday and Sunday afternoons; girls and younger boys under supervision.

Use YMCA for swimming and gym activities. Have movies on Saturday afternoon and Sunday evening, sometimes on campus.

All dormitory parties, outings, movies, literary society, social hours, intramural sports are on Saturday and Sunday—Sunday school and church.

Limited provisions.

Trips, Sunday school and church, chapel, Scout camping, movies, picnics, beach parties. Many students attend downtown Sunday school and church services.

Plan picture shows (teen-age club—Saturday or Friday houseparents), wiener roasts. Basketball, alternate with T.A.C. A number go home.

Regular bowling schedule on Saturdays and Sundays. Trips to local shopping center on Saturdays. Intramural sports. Use of gymnasium by younger boys on Saturdays and Sundays. Movies Saturday evening. Playground games. Playrooms used during cold weather.

The dormitory arranges a supervised work program, shopping trips, competitive games, mixed bowling, mixed socials, etc.

Many of our athletic contests are on Saturdays. If no contest is scheduled, practice sessions are organized in the sport in season.

Saturday Club for boys not included in other clubs. Swimming at YMCA, movies, parties, Sunday school, chapel, literary society, Christian Endeavor.

Literary Society every 3 weeks, dances and parties, intramurals, and other forms of recreation, such as horseshoes, Ping-pong, billiards, etc., administered by the director of recreation—teachers and houseparents.

None—50 percent of children go home. We do have the usual Literary Society, movies, dances. These are the responsibility of houseparents and club sponsors.

Regular houseparents plus staff members who live in dormitories.

Saturday afternoons—Scouts. Free periods for shopping and movies in town. Sunday afternoon. Free time as set by houseparent.

Counselors plan games, hikes, etc., for weekends. Camps and outings are planned for Scouts and other groups. Parties and dances are planned by the teachers for Saturday nights—four such affairs are held for each department during the year.

*4. Do you have regular scheduled gym classes for your boys and girls during school day?*

Yes, 31; no, 12.

Other: (1) Yes, but it is outside of academic and vocational time, during afternoon and evening; (2) yes, for primary—after school for older children.

*5. Do you provide for inservice training of your houseparents?*

Yes, 18; no, 16.

Other: (1) Plans for next year; (2) not enough; (3) yes, not formal; (4) some, regular meetings to discuss problems; (5) limited training; (6) partially; (7) limited to meetings—a few books; (8) a little; (9) yes—not complete.

*6. Do your athletic coaches have other duties in addition to coaching?*

Yes, 39; no, 4.

Other: (1) We use part-time P.E. majors from L.S.U.; (2) full-time teachers, coach without additional pay; (3) teach physical education classes.

*7. Do you make provisions for personal regimen instruction for your students?*

Yes, 21; no, 10.

Other: (1) No, except for health and sociology tests; (2) not adequate; (3) limited; (4) some.

*8. How often are your students permitted to go to the snack bar?*

Once a week, 2; twice a week, 3; daily, 18; no snack bar, 4.

Other: (1) no set hour; (2) five times each week; (3) refreshments bought from vending machines; (4) open noons and evenings and stated times on Saturdays and Sundays; (5) three times a week; (6) houseparents set schedule; (7) four times a week; (8) no snack bar.

*9. Who supervises the snack bar?*

Teachers, 1; houseparents, 16; teachers and houseparents, 7.

Other: (1) Recreation supervisor, 3; (2) houseparents and students, 2; (3) teachers and students, 2; (4) houseparents and athletic association officers; (5) go to nearby stores at designated times, 3; (6) houseparents and dean.

*10. Do you permit your students to have off campus dates?*

Yes, 12; no, 30.

Other: (1) Under supervision; (2) for special functions; (3) in groups of 4; (4) most are at home on weekends and date from home; (5) movie dates; (6) when chaperoned or in groups, 2.

*11. Do you feel extracurricular activities are an important part of total school program?*

Yes, 44.

*12. Is there danger in including too many activities in other extracurricular program?*

Yes, 42; no, 1.

Other: Depends upon interest and need. Should not interfere with school program.

*13. How many of your discipline problems occur on Saturdays or Sundays?*

Very few, 9; about average, 23; above average, 8.

(The above answers were taken from 44 questionnaires.)

**WORKSHOP—OUTSIDE OF SCHOOL ACTIVITIES**

(Leader: Mr. LLOYD PARKS, Kansas School, Olathe)

(Recorder: Mr. LEWIS WAHL, Oregon School, Salem)

- I. Definition of this area.
- II. Various types of extracurricular activities.
- III. Personnel improvement—Houseparents.
- IV. Respect for State property by students.

**I. DEFINITION OF OUT-OF-SCHOOL ACTIVITIES**

1. Physical education is considered as part of the school curriculum depending upon the limitations of the individual school.
2. Modern educators most often consider physical education as a part of the curriculum.
3. Homegoing will be considered an extracurricular activity in the following report.

**II. HOMEOGOING WEEKEND ACTIVITIES**

1. Unsupervised returning to campus after the student has once gone home is a problem. Educational training of the parents is needed to curb juvenile mishaps of the deaf child while home during the weekend.
2. The older a child becomes the more tendency there may be for the child to wish to remain at school over the weekends. However, dating may alter the situation.
3. Gallaudet College has found it necessary to make provisions for students who wish to remain on campus during holiday vacations.
4. Student body councils are called upon to help plan weekend activities.
5. Large numbers of discipline problems occur from children coming from homes displaying child neglect.
6. Uncertainty of a child's weekend plans often leads to emotional tensions.
7. Policies concerned with weekly homegoing transportation schedules should be established by the institution.
8. Letters need to be exchanged between school personnel and parents governing permission for homegoing visits with another student.
9. Exchange visits between students should be parent sponsored and not school sponsored.
10. Discipline and academic deficiencies sometimes govern homegoing.

**SUMMARY OF HOMEOGOING WEEKEND ACTIVITIES**

Homegoing visits should not be discouraged where feasible and considered in light of the total situation in each individual case.

### III. EXTRACURRICULAR ACTIVITIES

#### SUMMARY

Schools should explore and employ all possible community resources which may be utilized in recreational carryover activities such as hobbies, golfing, fishing, camping, hiking, swimming, bowling, badminton, net games, etc.

### IV. PERSONNEL IMPROVEMENT—HOUSEPARENTS

(In this report, the term "houseparents" refers to persons in charge of students in out-of-school activities.)

1. The status of houseparents may be raised through higher salaries, State examinations, certification by the Conference of Executives, and by the addition of houseparents' programs in the colleges. A houseparent's section in the Convention of American Instructors of the Deaf would also be of value and has been drawn up in a separate recommendation.

2. Inservice training for houseparents within the school is considered professional advancement and better enables the houseparent to meet the individual needs of his charges.

3. Houseparents' manuals and guidebooks are being composed in certain schools throughout the United States.

4. University and college hearing students are oftentimes called to school campuses to conduct extracurricular recreational activities.

5. Houseparents' requirements need to be raised to the same level as teachers' requirements.

6. Houseparents should be eligible to become active members of the Convention of American Instructors of the Deaf.

### V. RESPECT FOR STATE PROPERTY BY STUDENTS

1. Appeal to the student's pride in keeping property in good condition.

2. Students may be required to pay for purposeful damages either through deductions from their allowances or by parent payment.

3. Welfare students are oftentimes given weekly allowances which is earned through miscellaneous jobs when possible.

### MONDAY EVENING, JUNE 29, 1959

#### 6:30 p.m., Day School Teachers' Dinner—Patty Jewett Golf Club

Section leader: Miss Genevieve Drennen.

Speaker: Dr. Mary Rose Costello, Henry Ford Hospital, Detroit, "The Present Day Challenge in the Education of the Deaf."

#### 6:30 p.m., Little Paper Family Dinner (open to public)—Swiss Chalet

"The L.P.F. Gridiron."

Dr. Powrie V. Doctor, editor, American Annals of the Deaf, Washington, D.C.

Dr. Leonard M. Elstad, president, Gallaudet College, Washington, D.C.

Interpreters: Glenn I. Harris, Ben Hoffmeyer, Kenneth F. Huff, Stanley D. Roth.

## THE PRESENT DAY CHALLENGE IN THE EDUCATION OF THE DEAF

(Mary R. Costello, Ph.D. audiologist, Henry Ford Hospital, Detroit)

The Russians sent a sputnik into space in 1957. And the people of the United States—whose national pride was bruised and security threatened—placed the blame upon our educational system. Since that time some surprising events have occurred in education. The critical forces of some of our finest minds have come to bear upon the purposes, functions, and activities of our public schools. There has been a redefining of the function of the school and a revision of curriculums. Even the educators who initially reacted defensively have in recent months added their voices to the cries for reappraisal.

To quote from an article in a national education journal:

No one can deny that there is a vast waste in our public schools—a waste of opportunity, a waste of mental ability.

The point is made that each educator should share in the strengthening of educational programs—

by helping young people to learn how to study, to develop good work habits, to think clearly, and to acquire disciplined minds.

Every teacher—

should demand excellence whether the work is a theme, a carburetor adjustment, or a typing lesson.<sup>1</sup>

Another educator has found a nice balance between the public demand for academic upgrading and the educators' concern for the development of the child. A superintendent of public instruction wrote:

In determining the function of the modern school we need to recognize the nature of the school as a unique institution. The good school is not, as some suggest, a cross section of the whole life. If it were, its separate existence could not be justified. If children are to come to school merely to do in a healthful environment those things they will inevitably do anyway as they grow up we should not need schools at all. The fundamental purpose of education is to see that children do not grow up "naturally." It is rather to see that they are systematically conducted through a carefully planned series of experiences which will civilize them and cultivate their inherent capacities, in order that each of them may achieve the finest development of which he is capable \* \* \*.<sup>2</sup>

The international events which have caused such appraisal recommended change and redefinition of public education have left the education of the deaf almost untouched. Yet a veritable revolution in this field of work has been taking place for many years. Since educators of the deaf are a verbal group this has not been quiet or unobtrusive, although it did not occupy space in the daily newspaper. Developments with which we have or have not concurred have taken place and we have given voice to our opinions within our own groups. Some of the changes in the education of the deaf probably are the natural evolution of educational philosophy. Others seem to be an outgrowth of the nature of our special discipline.

There are signs of these changes in philosophy and practice which we can see by looking at programs scattered throughout our Nation. *There is an increasing interest in our educational programs on the*

<sup>1</sup> Mueller, Kate Henner, "For the Individual Our Society Needs," DKG bulletin, summer 1959, pp. 15-21.

<sup>2</sup> Fisher, John H., "Function of Today's Schools," the Nation's Schools, 1959, p. 40.

*part of parents.* The mutual realization by teachers and parents of the values of cooperation and teamwork has brought this about. Parents who at one time were only interested in report cards are not only willing to come to school for conferences but are informing themselves sufficiently to become a force in the development and implementation of our educational policies. Parents who showed up only for special programs now participate in discussion meetings, concern themselves with the curriculum and equipment. They are taking an active part in the educational process. This has become so accepted a part of philosophy of the management of the deaf child that we find it somewhat difficult to recall when this situation did not exist. Occasionally something occurs to make us appreciate how far we have come in making the parent a partner in the education of the child. As I was preparing this paper I came across a comment made by an individual who had spent a year as an exchange classroom teacher in Detroit. As she prepared to return to her native land this was her comment:

Parents here always want to tell the teacher exactly how to run her classroom. I think one trouble is that there are too many telephones. They call the principal every time their child is reprimanded. Our parents at home take the attitude that the teacher is trained for her job and will do what is best for her child.

Admittedly we have sympathy and understanding for the teacher with parent participation such as described above. On the whole this is not our experience in the education of the deaf. Because we honestly feel that the parent deserves and needs a role in the educational development of her child we have encouraged this interest and found it rewarding and inspiring.

It is well for us to recognize here that this emphasis upon parent participation marks a tremendous change in the attitudes of educators as well as parents. We have not only accepted the parent as one having a critical part in the job of educating a deaf child but we have gone beyond this. We have reached the place where the teacher or administrator willingly accepts some responsibility for the growth of parents, for their adjustment to the fact of deafness, for the defining of their contribution to the educational growth of the child. It is of interest to note that this felt responsibility toward the parents is now paying dividends in recent parental initiative and this is perhaps the most stimulating of developments. For despite the advances made in parent participation, this area deserves further exploitation. Even today parents are ill-informed in many ways. Lack of experience makes them poorly qualified to evaluate the progress of their children or of the educational services available to them. Their attitudes and actions are often confused by their own feelings about the presence of deafness and the problems it brings. But we are ushering in a new day for parents of deaf children. That previous parental education has been worthwhile is evident in the more mature purposes of parental organization. No longer is the individual child or parent the sole focus of parental attention. Group needs and values are finding their way into the discussions and plans. In the past, parental participation has been helpful in the achieving of the objectives for the individual. In the dawning era, I believe we can look to parent groups for help in planning, execution, and evaluation of total programs.

*A mature concept of the psychology of language development is emerging.*—In the past language achievement among the deaf became almost an end in itself. No harsher criticism of a school or teacher

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could be made than a derogatory remark concerning the language program. Language had become so much the focus of attention that reading and subject matter were used as a means of language teaching. People became "isolationists" in their beliefs about methods and materials to be used. Naturally time has witnessed an educational revolt toward this biased concept and misguided objective. Teachers became concerned about children and their emotional and social growth and to quote an educator of the deaf:

When teachers forgot their controversies about methods, types of school placement, etc., and emphasize child study, individualized instruction and family counseling, each child will be able to make his optimum adjustment to society.<sup>2</sup>

A happy balance is needed between provision for the obviously prime handicap of the deaf child, communication failure, and his emotional and social needs as a member of the human race. Perhaps it is better to say that we need to recognize the interdependence of language ability and maturity. For a long time linguistic skills became so much a focus of attention that we lost sight of the greater purpose of our work. The inevitable swing in the opposite direction placed such exclusive focus upon adjustment that other objectives were sacrificed. We forgot temporarily that communication is a requisite of social and emotional growth. Today there is a more wholesome and mature attitude toward language in part because we have begun to define the psychology of language and its role in human behavior. It is now taking its rightful place as a necessary means to the acquisition of knowledge and to the achievement of maturity. It is a means to "the civilizing of the child" which is strengthened by attention to other conditions which lend themselves to good social and emotional adjustment. With this more mature concept of the special role of the teacher of language to handicapped children, has come less dependence upon "a way" of teaching. Rather this is being replaced by teaching which uses many different ways of developing skills and by teachers who recognize that no one way will reach all pupils nor suffice for the future needs of all children.

This recognition of the fact that more than one way may work has been sadly lacking in the history of our profession. We have been inflexible adherents of this or that method, this or that kind of program, sometimes to the detriment of children. Like the teachers of reading in our public schools who divided into the opposing camps of phonics teachers or sight-reading teachers we divided into camps of teachers of the natural method or the Fitzgerald method; the whole word method or the elemental approach; the graded school or the integrated type program. But there are signs that we are moving forward, that we are able to remember more frequently that we are not teachers of this or that method but teachers of deaf children whose needs are individual today and tomorrow. It is true that we are moving away from the inflexibility of yesterday and are better equipped to see the value of the individualized approach which children may require whether it be a more formalized method of language development, a highly structured environment such as the residential school provides, or the particular values a day school program may afford. With this admission of the merits of different methods and

<sup>2</sup> Blair, Mary A., "Educational Programs for Children With Impaired Hearing," the Quarterly, 10, 3, 1958, pp. 3-4.

programs is coming the courage to demand flexibility in the planning of children's educational programs. There is more and more evidence that teachers and administrators are willing to permit adaptation, modification, even transferral from one type program to another. In order for this flexibility in planning to become a realization there, of course, must be continuous objective study of children and their progress and mature interpretation of the findings. The need for flexibility is acknowledged by most educators. Certainly there are few today who would advise one kind of program, one kind of approach for all children with auditory problems. We do recognize the need for flexibility but even today it is too often a mere acknowledgment and not a practice. Schools are crowded whether they are day school programs or residential. We are reluctant to take on the children who did not work out somewhere else or who do not fit neatly into the categories we have set up. Often the very mechanics which could permit a change in methodology or placement are absent and attempts at change meet with frustration and failure. Nevertheless the recognition of the great variation in auditory problems is resulting in the provision of different kinds of programs for children with different needs.

*In line with this emerging philosophy of the role of communication in human development is the growth of programs for children with multiple handicaps.*—The educator of the deaf has always been confronted with youngsters who had multiple handicaps which she did not recognize or was ill-prepared to handle. I recall very well the first class I taught in a school for the deaf. One child had been abandoned as an infant and shifted around from one foster home to another most of his life. At three he had lost his hearing as the result of meningitis. When he reached my inexperienced hands he was not just a deaf child, but a 7-year-old who had no family or real home—a confused, belligerent youngster who needed the help of an individual capable of understanding the emotional problems arising from such environmental deprivation. Also in that group was a cerebral palsied child who certainly met all the qualifications of those we now call "brain damaged." She daily demolished our classroom and confounded her young teacher with her inattention, her poor memory, lack of progress and lack of response to any disciplinary measures. Later in the year another youngster joined the group; oversized and mentally retarded, she brought with her special needs for which my training had not prepared me. Each of you can recall similar children. Many of you can point to present classroom conditions which include a wide age range, vast range in academic achievement, variations in auditory ability both in degree and type and children whose deafness is complicated by cerebral palsy, aphasia, or emotional problems. We have a long way to go in developing satisfactory programs for the divergent needs and abilities of children in our classrooms, just as we have a long way to go in understanding these special problems. But we are making progress. Thought is being directed toward the education of slow learning deaf children. Their existence is being recognized outside of the classroom and we are beginning to realize that the skills of the usual teacher of the deaf and the objectives for the usual deaf child are ill-advised for these children.

We cannot quite fit this child into programs for the mentally handicapped, nor can we make him function satisfactorily in a typical classroom for the deaf. Something more is needed. In a few places this something more is being achieved by a realistically planned curriculum carried out by teachers who are familiar with both disciplines. This is being done either through specialized programs or through the coordination of present available skills in special education. Likewise the existence of children presenting unusual difficulties in the use of symbols has led to the designation of more than one population of children with auditory problems. This recognition of the aphasic child has been followed in a few places by the establishment of special facilities within the school for the deaf or some other distinct part of the school system, or by adaptation of procedures within the classroom. More and more, special attention is being given to the emotional needs of deaf youngsters. These kinds of developments are significant because like our more acceptant attitudes toward various methodologies, it is a recognition of the need for variation in approach with different kinds of problems. In addition, it is representative not just of change of attitude or policy but even more of a scientific approach to the solution of problems in learning and teaching. It is in a way the outgrowth of the outlining and definition of the syndrome which characterizes the aphasic child and the mentally handicapped deaf child or the emotionally disturbed deaf child.

*The increasing emphasis upon creative teaching and upon the contribution of the classroom teacher to the development of policy.*—One of the most significant and promising advances of recent years has been the encouragement of creativity on the part of the teacher in our classrooms. This has not developed in the school for the deaf alone. It is a development which has crept into our classrooms from the education of hearing children. This encouragement of creativity within the classroom has been a companion of the more democratic spirit we see being manifested. Creativity and democracy have been slow in coming into the education of the deaf for we have been a phase of education that has clung to dogmatic ways toward teachers as well as children. However, within the framework of a general policy, teachers in our schools are now encouraged to draw upon their own and other known resources in order to do a job of creative teaching. Moreover, the teacher of the deaf is beginning to develop an independence of mind which is being manifested in her larger role in policy formation and execution. She is in some respects at times a "thorn" in the side of some of our administrators. But despite the fact the emancipated teacher may be disturbing to some administrators like the parent, her creativity and thoughtfulness should be encouraged. Our teacher education programs can make a real contribution here by developing in the young teacher "open mindedness," respect for past achievement rather than "isolationism" or the professional snobbery referred to previously and by development within young teachers the feeling that this is a profession which demands not dedication but thoughtfulness and individual contribution.

For teamwork of faculty and administrator to bring fruitful results, there must be mutual respect and consideration. The dogmatic administrator is not popular today. The teacher, who because of ingrained prejudices, contributes only criticism cannot be a member of

the team. In order too, for democratic creative policy to contribute to order and progress and not to chaos, there must be wise and respected leadership. Certainly strong and gifted leadership is a necessary ingredient, but we also need the collaborative effort of teachers and administrators, of school with school. It has been said that this kind of collaboration can create an all prevailing and restless action, a force and an energy, which can achieve wonders, regardless of how unfavorable the circumstances may be. And this I believe.

*We are a part of special education and thereby share in the achievements of this larger field.*—This development has brought to bear upon the education of the deaf, the knowledge of educators with diverse backgrounds and interest. It has influenced our philosophy of the deaf child by focusing attention more clearly upon the child growth and development. Moreover, our schools have shared and will continue to share in the practical accomplishments this larger group can attain in legislation and appropriations. However, on occasion I have become concerned about the place the education of the deaf is taking in the greater area of special education. I wonder sometimes, if the special needs of the child whose chief handicap is deafness and the resulting communication problem are not being submerged in the generalized plans for the handicapped children as a total group. Admittedly our broad objectives are the same for the child who is mentally handicapped, emotionally disturbed or cerebral palsied or deaf. But necessary to the achievement of this objective is the attention to the special needs of children and we must not forget that the special need of the deaf child is communication skill. This would not concern me so much if I felt that the educators of the auditorily handicapped child were taking a prominent role in the carving out of decisive policies and programs. It seems to me that one of our greatest needs today is for the more active participations of our educators of the deaf in the development of local, State, and national educational policies. Here too, on a broader scale we need to encourage the exchange of ideas and information, just as we do within the framework of a single school program.

*Our field is particularly absorbing and provocative because it offers some of the finest opportunities for diagnostic teaching.*—The developing ability and interest in child study by teachers is a truly significant trend in this field providing a very real challenge to the intelligent educator and an enlightened environment for children. Although the superior teacher has always done this kind of teaching, the opportunity is now greater than in former years. A wealth of information, both general and individual, is available to serve as the background for interpretation of behavior. Not only can we draw upon the vast amount of knowledge of child growth and development but also from the information within our own or other areas of special education. Individual and intensive studies of children are providing the teacher with information. Clinical and laboratory research data are contributing to our understanding of complex auditory problems. Resource persons are available for assistance in appreciating the problems associated with cerebral palsy, aphasia or other conditions which may complicate deafness. This encouragement of diagnostic teaching represents an important change in basic philosophy—from almost complete emphasis upon the methodology of training to the evolution

of an individualized approach based upon the understanding of the behavior of children.

In conclusion we can say that the education of the deaf is a most provocative field of work. And you and I are experiencing one of the most challenging eras in its history—a period marked by changes in philosophic emphasis, by the emergence of the teacher as a force in the evolution of this philosophy, and by the influence of the findings of scientific endeavor. Professional force from within is the real dynamic of change and it is only as strong as the many thoughtful, energetic teachers we have available. Though we may be few in number—the quality is ever superior. But it is at meetings like this when I chat with teachers from various parts of the country, listen to their concern about the children for whom they are responsible, observe their search for understanding, that I again fully appreciate the superior kind of person which our profession attracts.

#### THE TEACHER OF THE DEAF AND THE EDUCATIONAL PRESS

(POWRIE VAUX DOCTOR, Ph.D., editor, *American Annals of the Deaf*, Gallaudet College, Washington, D.C.)

It is indeed a pleasure tonight to have so many of you here with us. The Little Paper Family has grown up in the convention somewhat like Topsy. It is just one of those things that we have with us at each meeting. This year we thought it might be a good idea to open the meeting to anyone who wished to attend, and we are so happy to see so many in attendance.

There is no denying the fact that the teacher situation in our schools is in a critical condition and many people are asking what can be done about it. Personally, I believe the average classroom teacher of the deaf can do a great deal about it, with emphasis on three things:

1. I believe the teacher of the deaf can be completely sold on his job.

2. I believe the teacher of the deaf can make as many contacts as possible outside of his work, in educational, service, and social groups where he can explain his teaching to lay people.

3. I believe the teacher of the deaf must write more professional articles for educational journals aside from those in the field of the deaf.

First, the teacher of the deaf can be exuberant in talking about his work wherever he goes. There is nothing more contagious than enthusiasm and keen interest in the work one is doing. It spreads like the measles. It is seldom that we find a teacher leaving a school or class for the deaf and starting to teach in a regular public school, and when you do meet such a one he is always apologizing for having left. You seldom hear of anyone in another field apologizing for having left a job, but again and again I have known teachers of the deaf to feel most apologetic if they were not teaching the deaf.

I think this is one of the wonderful things about our job. Teaching the deaf is so difficult that it presents a challenge to many. So many know that if they were not doing the job, the job might not be done. There is a deep satisfaction in getting an idea across to a deaf pupil, an idea perhaps that at first seems to defy all efforts toward transmission, but is finally communicated. We are always struggling

with communication, in speech, speechreading, signs, finger spelling, writing, and with hearing aids, and when one system or all systems finally work, the teacher feels a sense of triumph and a satisfaction unmatched in other fields of labor.

Secondly, I believe the teacher of the deaf can try to make many contacts outside of his work where he can explain his profession to lay people and communicate some of his enthusiasm for it. It is no mere coincidence that Lincoln County in Kentucky has probably sent out more teachers of the deaf than any other one county in the United States. It was the fashion to teach the deaf in that county. It was contagious. It was the teachers of the deaf in that community that did an excellent selling job. They were enthusiastic about their work, almost to the point of obsession.

Centre College in Danville, Ky., Westminster College in Fulton, Mo., and Illinois College in Jacksonville, Ill., have sent many, many teachers into the education of the deaf. It is true that in each of these cities a school for the deaf is located, but it also takes teachers like Sophia Alcorn in Kentucky, Enfield Joiner in North Carolina, Elwood Stevenson in California, and Daniel Cloud in Illinois, all of whom made a distinct effort to interest young people in the teaching of the deaf. It is primarily up to us in the profession to interest others in our field of teaching.

Thirdly, I believe the teacher of the deaf must write more professional articles for educational journals outside the field of the deaf. Frequently we will read an article about the education of the deaf and find several flagrant errors, and generally remark, "What is he writing about the deaf for, he doesn't know anything about their education." But how often has this critic taken the time to write an article for some professional journal? We are a very small segment in the world of education and one of the few ways we can make our area known to teachers in the regular public schools is through our writings. Every time we can get an article into some professional journal we are doing our bit to thrust back the waves of ignorance about our field. Most educational journals and other professional journals are extremely interested in articles about the deaf because they have reader appeal. It is surprising how often a single article will create a chain reaction of interest in deafness. The educational press is an excellent medium for recruiting teachers from the regular public schools who often know nothing about the teaching of the deaf.

I remember once listening to a conversation between a newspaper reporter and Dr. Percival Hall. At the conclusion of the interview the reporter asked, "Dr. Hall, what would you consider the basic obstacle in the education of the deaf?" Dr. Hall smiled and said, "Well, my dear sir, I would consider that the basic problem in teaching the deaf is the general hearing public. Two percent of our effort goes into teaching the deaf. Ninety-eight percent to teaching the hearing public about the problems of deafness. We hear so much about sending the deaf boy or girl back into the hearing world, but if the hearing people do not care to accept the deaf, or attempt to understand their difficulties, it is difficult for the deaf to integrate in a hearing society." And Dr. Hall smilingly concluded, "Generally, it takes two people to carry on a conversation, and so often the hearing person doesn't have time to listen to the deaf or hard of hearing man."

If this is true, and we know it is, then each teacher of the deaf must, in addition to his other duties, act as an ambassador for the deaf to the world at large. It is up to us as teachers to utilize every possible avenue, club, church, and neighborhood, to tell the story of our work, a work that is the most fascinating in the world, especially if we realize that what we do may help to reduce the number of deaf youngsters who are sitting on the doorstep at some school, waiting for some teacher to come along, a teacher who will take the extra time, the extra patience, and the extra effort needed to teach a boy or girl who is forced to grow up in a silent world.

TUESDAY, JUNE 30, 1959

#### SECTION ON LANGUAGE

Gymnasium—Section leader: Mr. Albert W. Douglas, principal; Texas School, Austin.

9-9:45 a.m.

##### Keynote speakers:

Miss Lucy M. Moore, Michigan State College.

Bernard Th. Tervoort, S.J., Ph. D., Instituut voor Doofstommen, St. Michielsgestel, The Netherlands.

10-11:30 a.m.

Morning session of language workshops.

1:15-2:15 p.m.

Afternoon session of language workshops.

2:15-2:45 p.m.

Workshop participants and recorder formulate report.

3-3:45 p.m.

Section meeting to summarize workshops.

#### LANGUAGE WORKSHOP LEADERS

Miss Golda Caldwell

Miss Audrey Hicks

Mrs. June Grant

Mrs. Frances Drake

Miss Margaret Emswiler

Mrs. Margaret Clarke

Interpreters: Mrs. Lillian R. Jones, Polly Shahan, Mrs. Tommy L. Hall, William A. Blea, Viola McMichen, Mary Hill Garman, Joe Youngs, Mrs. Mary Youngs, Mildred Maddox, Maxine Clare Maddox, John Shipman, Mrs. W. L. Fair.

#### LANGUAGE

(Miss LUCY M. MOORE, Michigan State College)

Years ago I used to go to auctions with my aunt. At one of these I found—and bought—three little books called "Random Thoughts." The thoughts contained therein were definitely random in nature. As I tried to prepare a paper for this occasion, I discovered that I too, was endowed with random thoughts—I couldn't seem to get them to stick together into any continuity. While I am sure none of you suffer from this problem, possibly you'll attempt to "make like rabbits" and hop around with me among my random thoughts.

Language is nothing more than a matter of mechanical stimulus and response. Language is a form of order, a pattern, a code. Language is a form of symbolism—a verbal, systematic symbolism. Language is a means of transmitting information. Language is the most important form of human communication. Language is a means of establishing and sustaining relations between members of a community—be that community a hamlet or the whole world.

No matter if you favor one, or all, of the statements I have just made, you certainly *all* agree that language (by whatever definition) is the most important subject in the school curriculum—no, not a subject—it *is* the curriculum. No subject of study can exist without it.

There is no need for me to belabor the importance of good language development. I definitely believe certain things about that language development. First, I believe it is impossible to separate language out in a special school subject. I also believe that there must be use and practice in use of language skills, but I am absolutely convinced that "today's education" is going to provide the golden age of education of the deaf.

No one so far in my hearing has defined "today's education" so I am about to "take off" into some of my random thoughts. Meanwhile, I'd like you to think about something different. Will you please think in terms of your own class and the possibilities for learning new vocabulary and language. Remember, I said "possibilities"—"accentuate the positive!"

Education takes place through experiences, real or vicarious. In "today's education" each child, individually, and the children as a group live these experiences. The teacher guides the present experiences so that application is made from—and to—experiences. Children *must* have real, live interests—interests so fascinating that they demand being talked about. Yesterday's education (which is still today's education in many places) was a formal, stereotyped learning situation with little chance for the children to express their *own* ideas. Mastery of language was the *goal* rather than the means through which to reach the broader, ultimate goal of social, emotional, and mental growth.

A program of activities (call them by any other name—projects, units, etc.) demands an ingenuous, resourceful, creative, interesting, and interested teacher. Such a program poorly handled is probably worse than the most traditional type of teaching.

In a program of this type, information relates to information, forming a coordinated whole—frequently in terms of a problem that must be faced and solved. Each child, individually, children in small groups, or the class as a committee of the whole searches for knowledge that will aid in the solution of the problem. New vocabulary becomes imperative, language becomes a tool by means of which the children share knowledge, gain new information, express opinions, tell how they feel, record their plans and achievements.

The teacher has specific language goals in mind and leads the children to achieve those goals, not through formal drill set by the teacher, but through an activities program developed from the real interests of the children. These projects stimulate ideas, lead children to explore all possible sources, to ask the questions hearing children ask, to want to know about all the things and the people in the world about them,

to develop hobbies, to engage in independent activities. Children who are really searching for knowledge will use language because it is useful to them. Teachers will soon learn to stop worrying so much about the *forms* of language and stress the *content*. Notice I did not say anything about doing away with practice, or even formal teaching, I said *stress* the content. Usually the drill and practice in necessary skills will be better motivated, and well organized systematic practice will be meaningful to the children.

Are you still thinking about language for your class?

Recently I heard a speaker who said he felt audiences frequently got lost as he talked—and he felt it was only fair to give them a progress report on how he was doing with his speech from time to time. Possibly this is the time for me to make such a progress report. If you have been thinking about your job at home as I have been working away at my job here, you have by now reached the following conclusions:

1. She is really "carried away" about activity programs.
2. When is she going to talk about language?

And my report back must be: (1) Yes, indeed, I am in favor of activity programs; I can't imagine teaching any other way. And (2) I am never going to talk about specific language teaching. I hope only to stimulate you to think about language teaching—either to lead you to see there is a possibility of something interesting, alive, and exciting in such teaching if you do not now use such a program—or to reinforce your belief in the program if you do use it. Now, back to the speech.

This type of program is not for the lazy teacher. It requires more work on the part of the teacher—much more than a formal program. Let me talk for a few minutes about the teacher's part in such an activities program.

The teacher must read widely to acquire all kinds of information (on a level above that of her class) so that she is always prepared to serve the class as a resource person. She must have at her instant call knowledge of sources of reading of all types and must have a thorough understanding of the possible lessons to be learned from reading other than just the skill of reading itself (for this I would recommend a good course in children's literature). The library should be her constant ally.

She will need to have an "idea" file that will contain suggestions for worksheets, study guides, evaluations, vocabulary games, blackboard drawings (or posters or charts) as illustrations of rules of grammar, sources of such visual aids as models, samples, slides, motion picture films, film strips and still pictures, illustrations of idioms, suggestions for scenery and costumes for dramatizations (such as the fact that gray shirt cardboards can look like metal and make perfect knights of armor), suggestions for construction of all kinds (such as that corrugated cardboard is ideal for log cabins), art projects of various types, ways of collecting information into one central place (as putting it in booklets of various kinds), ideas for culminating activities that can be shared with other classes, places that may be visited, suggestions for followup activities after such visits, making various kinds of puppets from clothespins, paper sacks, et cetera.

She must be prepared to stimulate and direct children in such oral communication as: discussing plans and projects, giving and taking

of directions, explaining, relating experiences, telling of their dreams and imaginary adventures, reporting progress or findings in personal enterprises, conversing, "show-and-tell", sharing, instructing, directing, questioning, reporting, telling stories, and dramatizing.

Definite procedures can be planned only in generalizations which will include the teacher's goals (and remember that the teacher's goals are not necessarily the children's goals). The children initiate activities under the careful guidance of the teacher. This is no haphazard conglomeration of random activities—of children doing just what they want to do, when they want to do it. Teacher's guidance leads the children into thinking they're doing what they want to do, when in actuality they are doing just what the teacher wants them to do.

Once a project, or unit, is initiated, the children set their own goals (which may, or may not, coincide with those of the teacher) and are ready to set out on the hunt for information that will aid them in achieving their goals. Into this framework the teacher develops necessary reading-language skills. There is definitely planned teaching by the teacher for each individual and for the class as a whole. There is *no* idea that such skills come from incidental teaching or learning.

As the unit progresses, the teacher must anticipate what materials for reading, art, and construction work she must have ready; what skills need practice; how that practice can best be incorporated into the various projects the children are engaged in, or if it needs to be a class practice session; how the activity may be directed so as to be of most value to all; how responsibility may be carried by individuals to meet their own needs; and how to utilize special skills and abilities.

At the end of the unit, the teacher must take inventory to see which of the goals have been reached (both hers and the children's) and which may need further emphasis for the development of specific skills, what skills need emphasis next, and what activities the children can be led to next that will best serve to teach those skills. She must aid the children in setting definite standards for performance in each activity and lead them to criticize their own accomplishments, to recognize that standards have, or have not, been met and, if they have not been met, to make necessary changes or improvements toward meeting the standards.

Dawson and Zollinger in discussing a language program for hearing children made this statement:

Only when the habit of self-checking and self-appraisal become firmly established will language teaching carry over into out-of-school life, where the individual has little or no direction in his language expression.

I firmly believe that a program of this kind will do away with the dry, uninteresting, boring relating of facts because each child will be doing something different and will realize that language is *useful*. It will help do away with verbalism because words will have meaning and we won't have quite as many of the funny (to us) errors that arise (even with hearing children) as these examples that came from a national Sunday school conference:

Children at Christmas time drew the usual pictures of the nativity scene. One child put a full-moon face near the start over her scene. When questioned about it, she replied matter of factly, "That's round-John-virgin."

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Still another put in an airplane with the pilot plainly shown. This anachronism, too, was questioned; and, again, in a very matter-of-fact way the child replied, "That's Pontius Pilate."

The beginning teacher, the poor teacher, and the lazy teacher will still need (and should definitely have) a language system no matter what it may be. Every teacher will need to have a definite set of language goals. Devices, such as language patterns, are products of adult minds, organized in the belief that the child's mind will operate in accordance with the device planned. Every teacher should know all of these devices and be so acquainted with them in order that she may use them to assist the children in their progress. She should have the freedom to apply these in accordance with her own personality and the present requirements of her class within the framework of the continuity established for the school as a whole.

Supervision should be such that it would accept such ideas and not demand application of outlines and plans in a militaristic way, for such supervision stifles the initiative of the teacher and tends to make robots of both teachers and children.

An activities program in the school helps keep parents more interested also and gives them (if within easy reach of the school) chances for participation in many projects, thus making parent education more meaningful.

Now I would like to quote again from Dawson and Zollinger:

There are certain underlying principles basic to a language program in any school at any time. Here are 11 general principles that underlie every adequate language program:

1. The language program should be developed from the interests and experiences of the children and should incorporate all the modes of language expression necessary to the interchange of thoughts and ideas in the course of normal daily living.
2. Language skills are most readily learned and mastered in connection with interests and occasions that demand their use.
3. Language teaching is a day-long activity.
4. The language program should take account of language needs in other subjects.
5. The program should provide some definite standards for each year. (Incidentally, an elaboration of this point states that hearing children should expect mastery only about 2 or 3 years after the skill has been introduced.)
6. Grade placement of skills should take account of children's maturation, as well as demands for the use of these skills in normal situations that confront children at successive age and grade levels.
7. The language program should make definite provision for individual differences in the interests, capacities, and achievement of the children.
8. In language teaching the positive approach is desirable. A positive approach is more effective than a corrective or remedial one.
9. The tendency of children to imitate is an asset in the teaching of language.
10. Oral language should be stressed since the affairs of daily living are largely carried on through oral communication, not written. Children will develop fluency and effectiveness in written expression if they have abundant opportunities to write and have real purposes for writing.
11. The child should acquire an ability to appraise his own work.

It seems to me these are equally valid general principles for a language program in a school for the deaf.

Let's provide children with something to do—something through which they will learn in a situation that's busy, noisy, pleasant, and lots of fun. Let's help them to learn good study and work habits by doing away with the time-wasting, discipline-wrecking sitting while the teacher works with one child. The teacher thinks the other chil-

dren learn by watching the interchange between the teacher and one child—when a simple opening of the eyes would see that the other children are *not* paying attention, but are getting a large amount of daily practice in doing nothing.

Progress report: End of speech; and perhaps by now you're agitated enough to go into groups and tear apart everything I've said. I sincerely hope so.

May I close by telling you this story which I'm sure is illustrative of what I have done and how you feel.

A speaker whose subject was Y.A.L.E.—youth, adulthood, loyalty, and enthusiasm—droned on and on for a very boring 2 hours. At the end of the time, he invited questions or comments. After a long pause with no evidence of any audience participation, one hand went up. The man said he only wished to make a comment—which was that he felt they were fortunate the speaker had not chosen to speak about the Massachusetts Institute of Technology.

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#### LANGUAGE DEVELOPMENT IN YOUNG DEAF CHILDREN

(BERNARD TH. TERVOORT, S.J., Ph. D., Instituut voor Doofstommen, St. Michielsgestel, the Netherlands)

Last April I started a research project on the language development of young deaf children for a period of 6 years. The subjects are 24 American and 24 Dutch children. The American part of the project is supported by the Bureau of Vocational Rehabilitation of the Department of Health, Education, and Welfare, Washington, D.C., and is sponsored by Gallaudet College. By now only the first year of the American part is nearly completed.

I wish to express my gratitude to the Department of Health, Education, and Welfare, mentioned above; to my sponsor, Gallaudet College; to Dr. George Detmold of this college who is the director of the project; and to the Reverend Father Antoine van Uden, who has worked out the setup of the project with me.

The American students chosen have a normal intelligence and social background, they are either congenitally or prelingually deaf, with a hearing loss of at least 60 decibels up to 500 Hz., and at least 90 decibels beyond that. Twelve are students of the Indiana School for the Deaf, in Indianapolis, Ind., and 12 of the North Carolina School for the Deaf at Morganton, N.C. At each school they are chosen in 6 pairs of two 7-, two 8-, two 9-, two 10-, two 11-, and two 12-year-old youngsters. These same 24 will be subjects of the research for 5 more years, during which time their language development, we hope,

will show a decreasing use of a privately structured type of communication and an increasing use of straight English.

The Dutch students will be chosen under exactly the same conditions of deafness, social background, hearing loss and age, in order to make comparison between the language development of the students in the two countries possible.

The language data are obtained by taking 10-minute units of motion pictures of each pair, while engaged in private conversation. The pictures, thereafter, are shown to the subjects filmed, to older students, to teachers, house parents, adult deaf, and other people familiar with the personal life and private ways of contact of the youngsters filmed. This way the films are decoded and noted. A sample of this notation has been passed around; it shows you a small part of one film, with the decoding as far as it has been completed. At the end of my paper I will show you the 2½ minutes of film of which these notes are the decoding. Speech is decoded by lipreading; finger spelling by the reading of the spelling; signing by translation or interpretation following the meaning as closely as possible; mimicry, bodily postures, and behavior by description in generally accepted terms. Finally, the background information supplies the necessary data to understand what the subjects are talking about. I have to point out a crucial point of linguistic discussion here: the notation of the signs as has been carried out here is only an approximate interpretation, usually coming from deaf high school students of the same school and confirmed by the adults mentioned; this translation, especially of the younger subjects signing, is, therefore, an interpretation which should be handled carefully. The sign itself does not have a verbal, nominal, prepositional, etc., character *per se*; this grammatical determination is only attributed to the sign by the interpreters as coming closest in English to what the sign means in the private language. In my opinion, this is the only way to work efficiently. When you ask, for example, a 7-year-old deaf child: "What does that mean, what you are doing there in the movie?" (when the child, for example, imitates the swinging of a baseball bat), then this little deaf youngster is not able to answer you: "Oh, that means baseball bat," or "Well, sir, by that sign I mean that I was swinging a baseball bat," or "that's how we express the hitting of a ball with a baseball bat." No; the answer simply will be a reproduction of the same sign again. When one wants to find out, what this or that sign means in terms of his own language, he has to rely on a translation by some one who can be trusted to be familiar both with the private symbols of the little child and of the investigator's language. It then remains the latter's task to be aware of grammatical implications and changes in this translation.

The decoded material is the basis on which a linguistic analysis can be carried out. I would like to outline in a few words the reason for the work, the general expectances, and the first few impressions of the results.

The reason for the project is, generally spoken, that language teaching is always the central problem in every school for the deaf; it is the great challenge and the specific occupation of the profession. Modern education usually aims at raising the deaf pupils to a language level as closely as possible to that of the hearing world. During the teaching, however, and sometimes even thereafter, the language of the chil-

dren deviates from that of the hearing. These deviations—or mistakes, if you prefer—often are of a typically stereotype character. You all will agree that for example: "Christmas vacation radio home fun" could be coming from your school. As a matter of fact, it comes from a Dutch school, but it is typical for any deaf child anywhere. Moreover, the linguistic behavior of deaf children speaking among themselves is quite different from the conduct of the same children when conversing with hearing people. Speaking with the hearing taxes their power more, and the conversation, say in English or in Dutch, is slow and labored, not only and not in the first place because of the difficulty of lipreading, but first of all because of the difference in structure of the languages. Speaking among themselves on the other hand appears to be a light affair and the pace seems to suit the need of contact perfectly. Sometimes this private conversation consists of lip movements, either with or without voice giving, sometimes it is carried out in gesturing, signing, or finger spelling; frequently too it is a combination of these two: movements of the lips and movements of the fingers and the hands. Very expressive components moreover are the facial expressions and the whole bodily posture. Generally the contact can be determined as being mainly visual, not auditory; mainly, because I am fully aware of the motoric, kinesthetic, vibratory, and eventual auditory components. These however, are only concomitant and nonessential features, supporting a contact which remains mainly visual. Elsewhere, in my paper at last year's Alexander Graham Bell convention, I have worked out the basic differences which literature has formulated between symbolic contact based on the ear versus symbolic contact based upon the eye. Here I will mention only some linguistic conclusions. The persistent presence of typical deviations from normal language in the use of language by deaf children—which can be observed in every school and have been observed by me in some 50 schools—together with the different behavior toward either hearing or nonhearing partners, warrant the supposition that in their private contact deaf children use a language of their own, based on visual contact principles. Certain typical deviations in handling the language of the hearing community can be traced back to the structural qualities of their own private way of communicating.

The expected results of the project are that it will discover several typical features of the private language, more so in the younger subjects, decreasingly so in the older ones. More than the differences of the different schools, and even of the different countries, I expect to find similarities, coming forth from the fact that in all cases we are dealing with visual structuring. If these common features can be traced down with some statistical certainty, it should be possible to give the teachers an idea of the ways of linguistic thinking and symbolic cooperating of their students. The number of children, the 6 years included, and the time of each film have been determined with the possibility of these statistical conclusions in mind.

As far as the first impressions go, they are based upon comparison of former knowledge obtained during my first elaborate research in Holland, some 7 years ago, with the beginning analysis of the present first year's material. I consider the syntactical data as the most important ones and as the primary purpose of the work, but I will give you some impressions first of the nonlinguistic features of contact;

secondly, of the nonsyntactical linguistic features; and finally of the syntactical basis.

By nonlinguistic features I understand those features of the contact which cannot be described and classified grammatically. In normal speech contact they are easier to set aside. A smile, an eyewink, frowning, a snap of the finger, are important for the final understanding of a speaker's intention, but they are nonlinguistic, they cannot be grammatically classified, and, therefore, are nonlinguistic components of the whole of communication. But in the contact of the deaf, which is visual and to which the seeing of the partner's face and body is essential, these elements are much harder to separate from the grammatically categorizable parts of speech. This is especially true for the gesturing hands, when purely imitating, describing or re-enacting the objects or relations to be communicated. This gesturing behavior as distinguished from formal signing comes under the same category as the mimicry, the eyewink, etc., but it is harder to distinguish from the real symbolic sign, in which the hand communicates with linguistic units, based no longer upon associative recognition of the imitation, but upon immediate identification of the agreement in language. The new material shows that in many cases the subjects do not use formal linguistic signs, but rely upon imitative gesturing to make clear in context and situation what they mean. Secondly, because of the absence of sentence melody and accentuation as main features to indicate the speaker's final intention, the mimicry and the other accompanying nonlinguistic features obtain a different and more important function in the language contact of the deaf children. These personal features are more essential for the contact, and therefore support the linguistic symbolization in a closer and more necessary way than in normal language contact. The material shows that these concomitant features are always and necessarily present and have to be incorporated in the final understanding as essential components.

As far as the nonsyntactical linguistic features are concerned, we have to deal in a few words with the characteristics of the minimal free symbolic unit of this language—called *word* in any language of hearing people—which here consist, as I said, of either simple signing, speaking, or spelling, or of a complex combined symbol of either one of those. Because the main interest of this project lies in the syntactical analysis, I will not dwell upon phonological, or better *mimological* qualities, and therefore not analyze the elements building up the minimal free unit. Others are working on this. The only statement I want to make is: it is evident that the linguistic rule of relevant *Gestaltung* of the sign in use works in the visual symbolization insofar as the sign is a real formal linguistic unit, and does not work in the imitative gesturing. I have worked this out in my Manchester paper last year. As far as morphology goes, the first impression is that all morphological data appearing in the contact are borrowed from English. But this is a first impression only: I have experienced in my first analysis in Holland, that only a very careful analysis can bring forward morphological operations in the visual system.

Finally, the syntactical data, with again the excuse that I can give only first impressions. The fundamental differences between the

purely esoteric deaf children's contact and correct English are: the free word order and the absence of grammatical word categories. This however is only a formulation from the standpoint of English grammar. There might be some esoteric rules of distribution and grammatical categorization, but these will only become evident after a long study, based upon material of more than 1 year at least. The lack of grammatical categories with which we are familiar causes the word order which comparative to English is free: because there is no grammatical qualification unto verb, noun, preposition, etc., there is no definite arrangement to order under certain rules. There is, at first sight, a nonlinguistic qualification of the symbols used, based upon the realities in which the contact operates, although one has to be careful not to determine the qualifications as being nonlinguistic before analyzing them more carefully. It might be better to say: there is a qualification which is different from the grammatical qualification with which we are familiar, and to wait with definite statements after complete analysis. But there are obviously signs for things, like *doll, swing, kite*; for activities, like *walk, skip, sleep*; for spatial and temporal distances, like *before, after, between*; for qualities, like *red, warm, big, late*; the conclusion then, however, should by no means be that, therefore, the symbol for these realities is a noun versus a verb versus a preposition versus an adjective versus an adverb. This conclusion could only be warranted, where grammatical, distributional qualities of e.g., place, combination, flexion, or other morphological pre- or suffixing would be discovered to be operating as a rule or as an exception of a rule. And then not a rule borrowed from the English language, but a rule derived from within the visual system itself. The distributional qualities of the symbol as syntagmatic entity are only in exceptional cases linguistic in the accepted sense of the word; are frequently and increasing with the age level grammatically identical with the English system entering the esoteric language; and, in the pure cases, are much more based upon nonlinguistic, psychological, personal, and situation-bound free settings. Maybe, further analysis will discover the hidden grammatical rules of this intricate contact system; maybe also, linguistics, as a discipline describing systematic symbolic cooperation, will have to incorporate new qualifying notions to describe fully the visual contact system of our subjects.

Now I would like to show a few minutes of film, to show you how even the youngest subjects speak without any inhibition or camera consciousness; and to let you see for yourself, how the notation corresponds with the actual conversation.

#### WORKSHOP REPORTS

##### WORKSHOP I—LANGUAGE IN THE PRIMARY GRADES IN STATE RESIDENTIAL SCHOOLS

(Leader: GRACE HANSON, Texas School, Austin)

(Recorder: MRS. LUCILLE GOLLADAY, West Virginia School, Romney)

Language for the slow learner was of primary interest to this group of 14 teachers. It was agreed that the natural method, supplemented with some symbol system, was the general method in use. The symbol

system was used to correct and strengthen language principles that were presented in natural language through experiences.

The question of stimulating more alive language for original work was discussed and the following suggestions were made:

1. The news period might include the teacher's contribution to encourage original language on the part of the child.
2. Bulletin boards, where news items can be posted from each class, can be shared with others.
3. "Show and tell" shared by the class.
4. Activities calendar, recording some pupil or class event for each day.
5. Pupil-drawn picture reports of activities.
6. Use of visual aids to build concepts of language, including use of snapshots and slides of class structured experiences for recall.

It was agreed that meaningful drill could not be overlooked in teaching language principles. Experiences and activities should be used whenever possible, but it was the general opinion that some drill is a necessary part of the deaf child's learning.

It was agreed that correspondence is an integral part of the language program.

This group would like to recommend that the conference consider adopting a general basic course of study for teaching language on a national level.

#### WORKSHOP II—LANGUAGE FOR THE PRIMARY DEAF CHILD

(Leader: Mrs. MARGARET CLARKE, Dallas Pilot Institute, Dallas, Tex.)

(Recorder: Mrs. MABEL DE HAVEN, Kansas School, Olathe)

After discussing three formal methods of teaching language, the group decided that the natural method plus any formalized method was most successful.

Rigid and flexible outlines were discussed. It was decided that an outline should be available but should be flexible.

The afternoon was spent discussing language for the slow learner. The slow learner was defined as a child not mentally retarded, but one who requires more time for learning and needs more repetition. Most slow learners have emotional problems.

Many ideas were given to help the teacher make language more interesting and meaningful.

We concluded that language is not an isolated subject and must be taught by the activity method.

We would like to recommend that the Annals have a section in each issue where teachers could share successful techniques and devices used in teaching the slow learner.

#### WORKSHOP III—INTERMEDIATE LANGUAGE

(Leader: W. T. GRIFFING, Oklahoma School, Sulphur)

Question: What method of teaching seems to meet the needs of the deaf child best?

As a group we agree it is not necessarily the method as much as it is the zeal of the individual teacher and the cooperation of the entire

school staff in helping the child with his or her language problems. It was noted and agreed by all that probably the weakest point in language is between the classroom and the dormitory. With this point in mind we feel the houseparents should be better qualified educationally than many of them are now. Also, they should have a good command of the sign language and finger spelling. The sign language, not for the sake of promoting signs, but as a means of being able to understand and correct the students.

Question: What value should we assign to memorization in the teaching of slow classes?

It was the feeling of the group that memorization with understanding is very beneficial to the slow student. Practice may not always make perfect, but it has certainly succeeded in making successful citizens out of many a slow student.

Question: With what grade level should we cease to use the "form" language sheets?

General feeling of the group indicated that around grade 3 would be a good time to cease using form sheets. Exceptions for extremely slow groups. It was noted by the group that most classrooms have the forms in a permanent place on or above their blackboards. This could be used long after the form sheets are gone.

Question: In what grade should we start teaching formal language as a subject?

The answer to this question lies in the conclusion to the previous question. Ending the use of form sheets in the third grade, it would naturally follow that language as a subject would begin around the fourth grade.

#### WORKSHOP IV—PRESCHOOL LANGUAGE

(Leader: Mrs. JUNE GRANT, Sunshine Cottage, San Antonio, Tex.)

(Recorder: Mrs. SALLY YOUNG, Kansas School, Olathe)

Preschool years are the time when the hearing child and the deaf child are at the same language development level. Neither has a functioning oral language. Therefore, it is the most opportune time for a wholesome language development. We outlined three main points necessary for fulfilling the language needs.

##### I. FAMILY EDUCATION

- A. Tracy Clinic (in cases of bilingual family-use translations).
- B. Parent institutes and followup.
- C. Regular parent meetings:
  - 1. Discussions.
  - 2. Demonstrations.
  - 3. Classroom observations.
- D. Home contacts by itinerant teachers.

##### II. PROVIDE THE CHILD WITH A FUNCTIONAL LANGUAGE

- A. Create a stimulating environment for language development in the school situation—
  - 1. By nursery school experience with hearing children.

2. By providing in-service training for total staff. (House-parents, housekeepers, etc., should be encouraged to provide a stimulating oral environment.)
3. By providing meaningful first hand experiences, creatively and interpretively. (Art, rhythm, field trips, etc.)
4. By surrounding the child with oral language.

### III. PUBLIC EDUCATION

- A. Utilize all mass media.
- B. Personal contacts.

#### WORKSHOP V—THE TEACHING OF LANGUAGE IN THE ADVANCED DEPARTMENT

(Leader: Miss HELEN DIAL, Illinois School, Jacksonville)

(Recorder: Mrs. DOROTHY CAICEDO, New York School, White Plains)

##### GRAMMAR

Throughout our discussion of various questions, there was a strong current of favor toward formalized well-categorized principles.

Strongly agreeing that grammar should be taught in the advanced grades, proponents said—

That diagraming has proven itself;

That even the time factor involved is minimized as practice makes application of rules almost automatic;

That grammatical rules are, after all, the logical development of the key;

That English as written is formalized, so that it is only wise to learn the rules that govern it;

That for achievement tests and college entrance examinations, knowledge of grammar is vital;

That this knowledge aids that particular mind that cannot imitate language, but can follow a pattern;

That hearing people who become authorities in language themselves almost always are in full command of the rules.

Where Latin has been taught, it has been helpful, said several deaf members of the group, largely because of the thoroughness with which it teaches grammar.

##### NATURAL VERSUS FORMALIZED LANGUAGE

As to the question of a natural language method as opposed to a formalized, the group disclaimed the dichotomy. Although a natural language approach may be difficult in larger classes, it is generally used by all with proviso—that it be augmented by meaningful drill and explanation of principles.

Where the child has good language the teacher may build on it; when the child doesn't, the teacher may rely more heavily on some systematization. By referring to rules, the teacher communicates with clarity when making corrections.

## COURSE OF STUDY

Again, in discussing courses of study, agreement was on the side of a fully planned curriculum, arranged grade by grade.

Such a course of study insures progress, and enables the teacher to pinpoint and reteach any one principle that a class may not have grasped in the past.

But the course of study is a general plan. The teacher uses it with flexibility, not ignoring individual problems that may appear in special contexts. The teacher doesn't follow the course as much as she follows the pupil's development utilizing the course.

The course itself should differentiate between the relative importances of various areas and not all should be equally emphasized in time or thoroughness of teaching.

## VOCABULARY

One incontestable point emerged in our review of the problems of teaching vocabulary. All successful methods have this in common: That they teach related words. Random word lists of the various kinds that books, teachers, or pupils may amass, do not work.

Relationships that hold words together and impress them on the children's understandings include—

Root words and their families, like: wise, wisely, wisdom;

Words related by subject (which may be tied together better by teacher-written material than by many books which, after all, assemble diverse words) like: war, battle, general, soldier;

Words grouped because they are different degrees of something like: tepid, warm, hot, scorching (and such grading proves accuracy of usage);

Words that are subdivisions of generalizations, like: walk, stroll, strut, pace, stride (all of which may be illustrated by action);

Words arising together in an activity unit, like: construction, lath, foundation, mortar.

The workshop participants agreed that the teacher had to instruct the children as to which words are commonly used, and which are to be merely recognized. Lists, sentences with blanks, and the like are useful in teaching "recognition words" and in guiding the children in assembling related words.

In judging results, the Stanford test language usage section has not been found reliable.

## CORRESPONDENCE

Again, examining the letter-writing program, the group advocated a careful coverage of specific problems, i.e.:

Job applications

Hotel and motel reservations

Invitations and replies to them

Mail orders

Thank you notes

Autograph album messages

Postcards

The children have to be taught to include all relevant information in these communications, as well as the correct forms.

For their private letters, they need to be shown how to express their personal and inner feelings and to tell about their individual experiences.

#### CORRECTION

Errors should be corrected individually whenever possible. Yet copying corrected material helps the learner very little. Other approaches are more successful, like having the children memorize a corrected piece of work, then rewrite it without error, or having the class do work which isn't graded on the first try, but on the second, after correction.

#### TEXTS

The group agreed that we know of no texts written for teaching of language to hearing children which are entirely relevant for the teaching of the deaf, although texts for the hearing sometimes contain useful sections.

As to workbooks, they are probably overused in many situations.

#### SLOW LEARNERS

As yet, there is no widely used, successful program of language teaching for slow learners, which constitutes a problem that the group hopes to see worked on and overcome.

When a child enters a class for which he's unprepared, what can the teacher do? It may be necessary to advocate tutoring, or when the school makes it possible, demotion. The instructor will generally try to fill in the gaps rather than pulling the child ahead in a way that may add confusion. On the other hand, where drill on old mistakes has failed, sometimes a new approach to new problems stimulates the overcoming of the old.

No doubt there are deaf children who are counterparts of those hearing youngsters who never develop in verbal skills. Others may not reach their potential until the stimulus of adult life and work forces them to master more language skills.

In no case, however, can the teacher let go. A hearing child, linguistically gifted or not, will have enough language to get by on, while a deaf child can be left with no language at all.

#### COLLEGE PREPARATORY

The group was of the opinion that grammar and composition must be stressed for college-oriented students. It would be helpful if Gallaudet College would send to the schools an outline of requirements they want the school to meet. If research, at the college or elsewhere has shown that deaf children make the same mistakes over and over, teachers would welcome knowing such results, so these special difficulties can be studied and then avoided.

## WORKSHOP VI—REPORT OF LANGUAGE WORKSHOP AT PRIMARY LEVEL

(Leader: Miss GOLDA CALDWELL, Texas School, Austin)

(Recorder: Mrs. JEAN WELLING, Utah School, Ogden)

The following questions were discussed and conclusions drawn:

1. What modifications of the Fitzgerald Key are used today in teaching language?

1. A color code for Key headings.
2. Charts with the Key as a guide.
3. The natural method bolstered by the Key.
4. Verbs used in various colors according to tenses with the Key.

Most schools represented in this group use the Fitzgerald Key only as a guide in bolstering teaching language through the Natural-Language method.

2. What types of activities could be used at the primary level as a basis of the language program?

1. Field trips.
2. Movies, filmstrips, slides.
3. Murals.
4. Science experiences.
5. Classroom projects.
6. Show-and-tell periods.
7. Holiday experiences.
8. Seasonal trips.
9. Weekend activities of the children.

It was agreed that many of the same activities could be used at different levels in the primary department. Adapting the pre-planning and the followup to the particular need of the group.

It was agreed, also, that the reading program could be correlated with the activity program.

It was felt that the time spent on a particular activity should be limited to the interest span of the children.

3. What language principles are we going to develop in correlation with an activity program?

All language principles that a teacher is responsible for teaching should be correlated with our activity program.

4. Should we have some language system to substantiate the natural method?

Yes; we need a language system to bolster the natural method.

5. How can we incorporate enough language repetition and practice into the natural language method?

1. Games.
2. Sentence building with flash cards.
3. Write stories about pictures.
4. Write stories about films and filmstrips.
5. Write summaries of stories in readers.
6. Dramatize stories.
7. Flannel board activities.
8. Puppets.
9. Paper dolls.
10. Guessing games.

LEVEL

Comments on the activity method:

1. Teach from experiences as they come up and are needed by the children rather than wait for a definite date. This does not exclude planned experiences.
2. Checks, guides, and evaluation of progress made by each child must be systematically used.

### WORKSHOP VII—LANGUAGE FOR THE INTERMEDIATE CLASSES

(Leader: Mrs. JUNE GRANT, Sunshine Cottage, San Antonio, Tex.)

Intermediate classes may go as low as the second- or third-grade level. The average seems to be the fourth grade.

Topics for discussion:

#### I. TEACHING LANGUAGE TO SLOW LEARNERS

A. Generally, the slow learner is not a child of impaired or deficient intelligence. He cannot follow the usual classroom procedure, but is capable of learning if properly motivated.

B. Summary of discussion: In teaching the slow learner the teacher may—

1. Use a high interest level—if necessary, start above the child's level and go down, then lead him up again.
2. Provide a big variety of drills which could be—
  - (a) Purposeful.
  - (b) Meaningful.
  - (c) Interesting.

#### II. OUTLINES—RIGID OR FLEXIBLE

A. Some sort of outline is needed as a guide.

B. Each area of the country naturally would have an outline in a constant state of revision to suit the changing needs of its locale.

#### III. VOCABULARY

A. Guard against isolation of words.

B. New vocabulary should be reviewed frequently.

C. Be sure the pupils know several meanings of each word.

### WORKSHOP VIII—PUBLIC SCHOOLS

(Leader: Miss AUDREY HICKS, day classes, Houston, Tex.)

(Recorder: Mrs. ELIZABETH V. SCOTT, Florida School, St. Augustine)

1. Language teaching for preschool children should be informal, flexible, and based on experiences.

2. The multisensory approach should be used in teaching language throughout the child's school life.

3. Both "formal" or structured language lessons and activities should be employed freely as the circumstances require.

4. Language outlines should be used as guides only. However, statements of minimum goals per grade or per level are essential.

5. Public schools adopted texts, work books, and curriculum bulletins as used for normally hearing classes appeared to be employed successfully by teachers of the deaf.
6. It appears that the development of concepts and language usage, using both formal and informal approaches prior to the introduction of subject matter should accelerate the academic program which follows.
7. Provision for individual differences must be made in the daily program based upon the establishment of realistic goals for children of all mental abilities.

#### WORKSHOP IX.—INTERMEDIATE LEVEL

(Leader: HARLAND J. LEWIS, Minnesota School, Faribault)

In our workshop discussion on the teaching of language at the intermediate level the following questions were considered:

Question: To what do you attribute the failure of the deaf child to achieve satisfactory original language?

Group discussion brought out that these factors contributed largely to failure to achieve original language:

1. Lack of vocabulary.
2. Child's lack of need to use original language at all times. In this respect we suggest that we enlist the help of all school personnel in addition to the classroom teacher in the use of straight language at all times.
3. With a slow child—a short memory span with no carryover to everyday situations.
4. Inability to read.
5. Inability to classify words.
6. Lack of basic grammar.
7. Inability to comprehend because of different word connotations.
8. Lack of motivation and stimulation.
9. Too much attention to details.
10. Lack of repetition.
11. Teacher's lack of recognition of individual pupil's limitations.
12. Teacher's willingness to accept inferior work.

Question: Why is it hard for a deaf student under a deaf teacher to communicate (with his teacher) in language instead of signs?

Because it is easier to sign and it is natural to take the easier way out of situations—and because a teacher will accept it.

Question: How can we help deaf children master the use of pronouns?

Teach the children that there are some pronouns which always come before the verb—all others after the verb.

Question: What about natural versus formal language?

Formal language is necessary for impression before there can be natural expression.

Question: How essential are language systems? What drawbacks do they have? Are teachers fully trained to use the system which the school has adopted to teach language?

When new teachers enter a school they should undergo a training period whereby they learn how to use the language system or key which is used by the school. The system is not the important thing.

Telling the need for the use of language is the most important point, and there must be consistency throughout the school.

Many colleges and universities do not have special education of the deaf.

1. They do not acquaint students with methods or keys to correct grammar.

2. The courses embrace education in general, more suited to hearing children, yet many become teachers in day schools or the oral department of a residential school.

3. Some colleges and universities have a program termed "Special education" but this is too general. It touches only a facet of the differential fields of exceptional children and very rarely is concerned with the problems of communication or language of the deaf.

### TUESDAY, JUNE 30, 1959

#### SECTION ON AUDITORY TRAINING

Gottlieb School Auditorium—Section leader: Mr. Thomas H. Poulos, principal, Michigan school, Flint

9-9:45 a.m.

Keynote speaker: Dr. Mary Rose Costello, audiologist, Henry Ford Hospital, Detroit, "Realistic Goals in Auditory Training."

10-11:30 a.m.

Morning session of auditory training workshops.

1:15-2:15 p.m.

Afternoon session of auditory training workshops.

2:15-2:45 p.m.

Workshop participants and recorders formulate report.

3-3:45 p.m.

Section meeting to summarize workshops.

#### AUDITORY TRAINING WORKSHOP LEADERS

Miss Josephine Carr

Miss Jane Pearce

Miss Genevieve Drennen

Mrs. Dorothy Pickett

Mr. Maurice V. Moriarty

Miss Audrey Simmons

#### REALISTIC GOALS IN AUDITORY TRAINING

(MARY R. COSTELLO, Ph. D., child audiologist, Henry Ford Hospital, Detroit, Mich.)

For a great many years educators of the deaf have recognized that hearing, even though impaired, may be utilized to advantage in the acquisition of language. Although this concept developed slowly and was accompanied by much skepticism and some opposition, it is generally endorsed by educators of the present day. This gradual recognition of the potentialities for better communication through the development of auditory skills has been accompanied by a tremendous surge of interest in this phase of our educational activities. This interest is marked by increasing emphasis upon auditory train-

ing in our schools and by its extension to children with minimal amounts of hearing.

Early efforts in auditory training were conducted primarily among children with partial hearing impairments. These were children whom we classified as hard of hearing and separated into special groups in which hearing skills became a prime objective. For the most part these were children who had sufficient auditory sensitivity to perceive their own voices and who spontaneously monitored their voices to some extent. With such children it was felt that hearing could become not only a supplement to other sensory avenues of learning, but in many instances could resume its normal role as the chief means by which speech and language are acquired and controlled. But auditory training is no longer confined to this group of children who have moderate or moderately severe hearing impairments. It has now been extended to the so-called "deaf" child, to those children with severe hearing problems. Nowadays it is a common experience to observe educational programs in which opportunity for auditory experiences is provided for every child regardless of the nature or degree of the hearing loss.

Undoubtedly many factors have contributed to this increasing interest in auditory training and to its frequent extension to total school populations. The conditions which have brought about this change in concept and practice are powerful ones which will continue to exert an impact upon what we do in auditory training and how we do it. Numerous as these influences must be, it is possible to recognize a few of the more powerful. Important among these influences are our modern day objectives for hearing impaired children. Also a significant influence has been the rapidly advancing study of audition, both normal and pathological. Likewise the developing psychology of hearing and deafness has helped to direct and intensify efforts in the training of hearing.

Our present day philosophy of the education of the deaf child should not be minimized in evaluating this current emphasis upon auditory skills. We have been determined to prepare the hearing handicapped child to function efficiently and happily in a world populated with talking people. This has forced us to look critically at the methods and the results of teaching verbal skills. It has made us aware of the difficulties of the hearing impaired in competing successfully with hearing people. Any critical analysis led invariably to the fundamental basis of these difficulties. Communication failure formed the barrier which many of these children could not surmount. The selection of increased auditory experience as a means of accelerating the acquisition of language skills and thus removing this barrier has come about for several reasons. One of these has been the repeated observation of its effectiveness. For auditory training has probably been one of the more rewarding of our efforts to improve communicative skills.

Undoubtedly, too, the observed effects of auditory training have been a chief source of motivation and diligence on the part of educators. Differences in voice quality, speech, speech reception, and general academic growth favored the child with a partial loss of hearing. Improvements in these aspects of communication have been noted when children became interested in sound and began to make it a

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part of their cognitive behavior. Studies which have been conducted for the purpose of comparing specific language skills with and without auditory stimulation have consistently favored the latter condition. Numbers and Hudgins<sup>1</sup> reported improvement in speech perception scores when auditory stimulation accompanied the visual. This improvement appeared among children considered deaf as well as among the hard of hearing. Similar studies with hearing impaired adults have indicated that communication is greatly enhanced when hearing accompanies the visual pattern of speech. Such findings served to strengthen the convictions of adherents of auditory training and have had influence in extending this kind of experience to all children with auditory problems.

The progress made in recent years in the assessment and analysis of pathological auditory conditions has critically influenced our concepts of auditory training and to some extent its practice. The detection and explanation of the varied symptomatologies accompanying disturbances in audition is a challenging area which is stimulating research in audiology, psychology, neurophysiology, and in other areas. This study of auditory problems both in and out of the laboratory has already been an effective force in the understanding and management of individuals with hearing problems. It is this study of abnormal auditory behavior together with the growing understanding of normal audition that will exert the greatest influence upon our future efforts.

The careful evaluation of the auditory responses of children who manifest some disturbance in audition has been a significant, although not a new development. The analysis of a hearing impairment even today has serious limitations due to our circumscribed knowledge of the auditory system and its function and due also to the technical problems involved in studying children. Despite these limitations certain kinds of information about hearing behavior can be ascertained. As further advances add to our understanding of auditory conditions and their effects, and to the techniques of discovering these conditions, we will be in a position to make predictions about the effects of training. At present the information we have or can obtain leaves much to be desired.

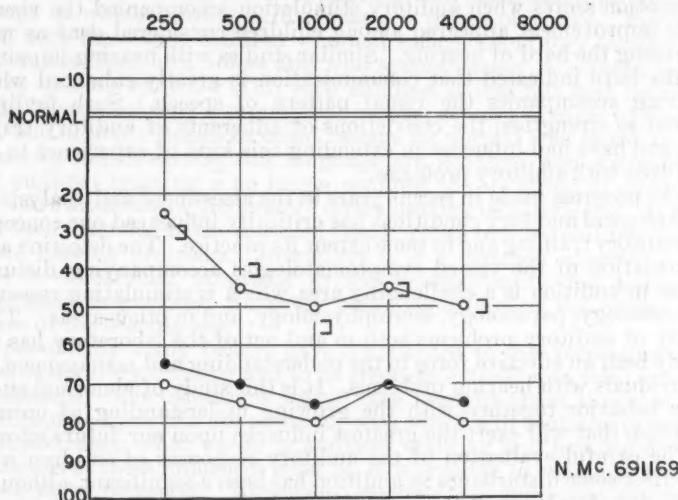
Nevertheless we should not minimize the value of past achievements in the study of hearing. This has been largely directed toward the determination of auditory sensitivity; still a critical factor in the management of hard of hearing and deaf children. The determination of sensitivity to various kinds of sound stimuli has demonstrated its usefulness by becoming a routine part of the information sought and used in setting our objectives and planning the steps in training. Furthermore, the use of sensitivity studies has been a powerful factor in the inclusion of the severely hearing impaired in our auditory training programs. The statement so commonly heard now—very few children are totally deaf—is a natural outgrowth of widespread studies of sensitivity and the information this has brought.

Sensitivity studies have not only led to greater optimism regarding the potentialities of auditory training for the majority but they have provided us information essential to our understanding and manage-

<sup>1</sup> "Numbers," Mary E., and Hudgins, C. V., "Speech Perception in Present Day Education for Deaf Children," the Volta Review 50, 1948, pp. 449-456.

ment of the child. This study of acuity of response to pure tones and/or speech involves both air and bone conduction audiometry. Periodical studies of this kind continue to demonstrate their merit.

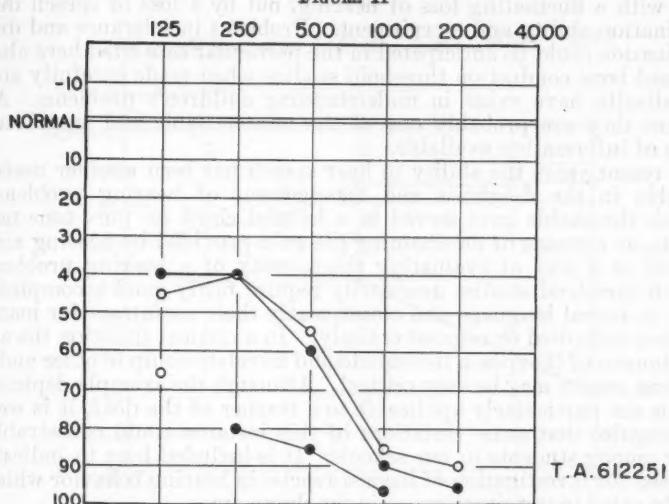
FIGURE I



N.M.C. 691169

In figure I is the pure tone audiogram of a youngster 5 years of age. The history included several periods of anoxia shortly following birth, retardation in language and some slowness in genetic growth. Considerable variability in auditory responses had been noted by the parents. The fluctuation in hearing proved to be a real one and due to temporary but apparently recurring superimposed middle ear pathology. Hearing at one particular time showed a moderate loss in sensitivity. Some time later, as depicted in the lower curve, there was a severe loss in the left ear. Following treatment, hearing returned to the original level in both ears. Obviously such fluctuation could be extremely disturbing to a child with a sensory-neural loss. Very likely, it contributed to the retardation in speech. Certainly the use of amplification under circumstances such as this would present difficulties.

FIGURE II



In figure II is the audiogram of a youngster whose hearing impairment had been diagnosed as familial with other known incidence in the immediate family. The history indicated that occasional attacks of vertigo sometimes accompanied by nausea had occurred since early in life. On the occasion of the second audiogram, in the lower curve, such an attack had recently occurred. Not only was hearing further impaired but vestibular responses were absent on the right, although normal in the left. Some time later hearing acuity returned to the original level. Vestibular responses were comparably improved. Whether or not this fluctuation is related to the specific pathology causing the original loss is unknown. The sensitivity tests do not tell us this. However, they do tell us something significant—that sensory-neural losses can and do vary in degree. The interesting feature here is that the change occurred in both directions. A decrease in sensitivity was followed by an improvement. This condition is not infrequently observed among adults who have Meniere's disease. The hearing problem associated with Meniere's has become identified not

only with a fluctuating loss of hearing, but by a loss of speech discrimination ability and recruitment. Problems in tolerance and discrimination could be anticipated in the particular case cited here also. Air and bone conduction threshold studies when made carefully and periodically have value in understanding children's problems. At present they are probably one of the most reliable and significant kinds of information available.

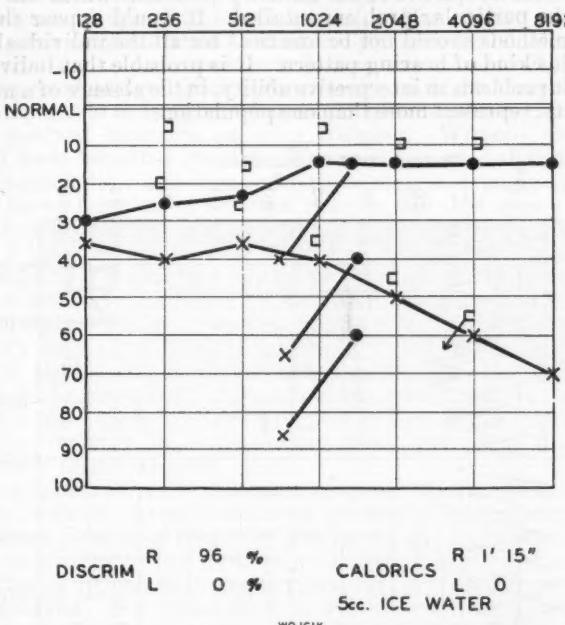
In recent years the ability to hear speech has been another useful variable in the diagnosis and management of hearing problems. Speech thresholds have served as a helpful check on pure tone test results, as a means of determining the gain provided by hearing aids as well as a way of evaluating the severity of a hearing problem. Speech threshold studies necessarily require fairly good accomplishment in verbal language and consequently their usefulness for many children is limited or negated entirely. In a clinical situation the ascertainment of the speech threshold and its relationship to other auditory test results may be very critical. Although the example depicted here is not particularly applicable to a teacher of the deaf, it is well to recognize that some variations of this instance could conceivably occur among students in our schools. It is included here to indicate the need for investigation of inconsistencies in hearing behavior which may be noted in test situations or in the classroom.

Another example of the value of sensitivity tests occurred in the study of the 12-year-old daughter of a physician. The history reported an initial loss of hearing in the right ear which became increasingly severe and was followed by a loss in the left ear. Extensive medical examinations revealed no cause for the hearing impairment. A hearing aid was purchased and lipreading training initiated. When seen in our clinic, pure tone thresholds with which this child had had extensive experience could be repeated with good reliability. However, speech tests revealed a discrepancy which required further investigation and which raised the question of the validity of the test results. A subsequent audiogram shown indicated normal thresholds in the left ear. Pure tone thresholds in the right ear remained somewhat reduced, however, in view of the speech threshold of 15 db pure tone thresholds could not yet be considered dependable. Functional losses of hearing of this kind may occur among children as well as among adults. If we can judge from adult records, functional losses of hearing are frequently superimposed upon true organic losses.

The relationship between different measures of sensitivity was a critical factor in the above instance. Frequently it is the relationship between threshold and discrimination scores that lead to the description and analysis of an auditory problem.

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FIGURE III



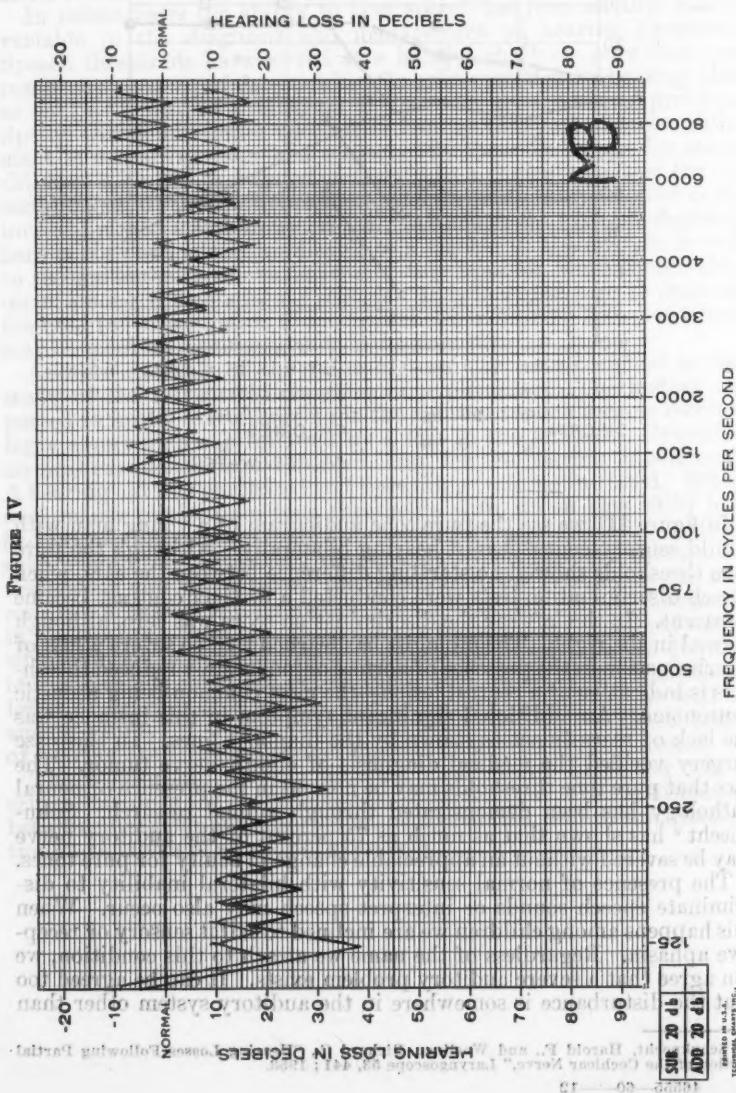
In figure III we see the pure tone audiogram of a young man with a mild sensory-neural loss of hearing bilaterally. Although the pure tone thresholds showed no startling difference between the ears, when speech discrimination tests were conducted a distinct contrast became apparent. In the left ear the discrimination score was zero, although normal in the right. The otologist has learned that so severe a loss of discrimination in the presence of normal or moderately reduced thresholds is indicative of a central lesion—the most common being acoustic neurroma. An additional significant symptom in this instance was the lack of recruitment as shown by the diagonal lines. In this case surgery verified the medical diagnosis of eighth nerve tumor. The fact that pure tone thresholds may be normal in the presence of neural pathology has been demonstrated through animal research. Schuknecht<sup>2</sup> has shown that as much as 75 percent of the auditory nerve may be severed without an appreciable change in acuity for pure tones.

The presence of normal sensitivity with bilateral inability to discriminate speech sounds or interpret speech may also occur. When this happens among children we are inclined to call it sensory or receptive aphasia. Regardless of the name we attach to this condition, we can agree that a severe auditory problem exists. It can be agreed too that the disturbance is somewhere in the auditory system other than

<sup>2</sup> Schuknecht, Harold F., and Woeliner, Richard C., "Hearing Losses Following Partial Section of the Cochlear Nerve," *Laryngoscope* 63, 441; 1953.

in the end organ. The methods and objectives of auditory training obviously must be specific to the auditory problems which are manifested by the particular problem entailed. It would appear that the goals and methods should not be identical for all the individuals who manifest this kind of hearing pattern. It is probable that individuals who exhibit problems in interpretive ability, in the absence of a marked loss of acuity, represent more than one population.

Figure IV



In figure IV is the audiogram of a young lady who had been educated in a school for the deaf. In young adulthood she had no ability to understand speech through hearing. Her ability to make even gross pitch discriminations was severely impaired. Auditory fatigue with continuous pure tone stimulation was so marked that testing was repeated several times before results could be accepted as valid. It is impossible to imagine what might have occurred had this young lady received intensive auditory training. Without question, she would have benefited greatly. However, her special auditory problems in pitch discrimination and fatigue suggest strongly that audition could never function in a normal manner and that speech interpretation through hearing alone could not have been achieved.

At 7 years of age another child had minimal ability to interpret language, and speech was limited to a few words. In contrast to the subject referred to in figure IV, this child demonstrated the ability to discriminate sounds of various kinds. He could distinguish and identify each of the typical instruments used in evaluating hearing, such as, the bell, the drum and other sound toys. Using the auditory cue alone he could and did imitate many speech sounds. With training this child made excellent progress in learning to interpret speech and the prognosis for fairly normal speech perception through audition would seem to be good.

In addition to the ascertainment of speech discrimination scores and threshold results, investigators are interested in determining the ability to observe changes in frequency and intensity. Some attempt is being made to correlate these findings with certain aspects of language retardation or difficulties in speech perception or with the specific pathology involved. For example, it is well accepted today that recruitment is associated with cochlear abnormalities. A related phenomenon has been reported by Jerger<sup>3</sup> who found that very small changes in intensity could be detected by persons with a diagnosis of end organ lesion. These small changes in intensity were not noted by persons with conductive impairments or retrocochlear lesions. This and other attempts to study the quality of loudness in the normal and abnormal ear have added to our understanding of certain kinds of auditory problems. Of course, much remains to be learned about this psychological aspect of hearing which we call loudness. It is entirely possible that abnormal reduction in the ability to detect and identify changes in intensity may be of significance in the diagnosis of other kinds of auditory problems.

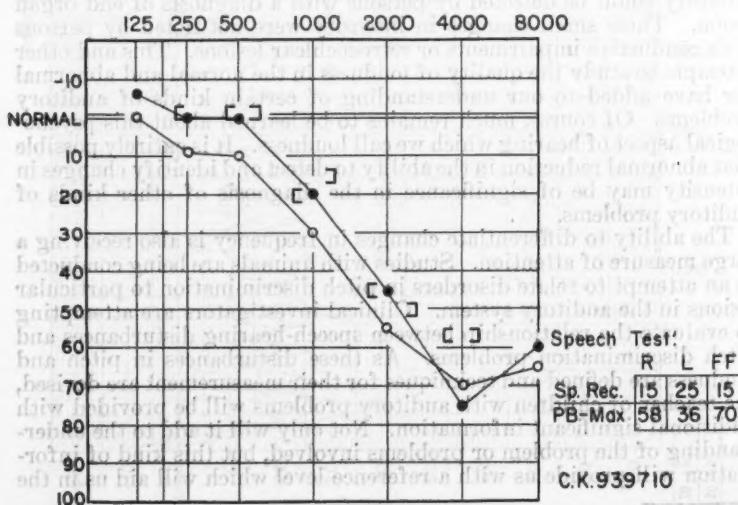
The ability to differentiate changes in frequency is also receiving a large measure of attention. Studies with animals are being conducted in an attempt to relate disorders in pitch discrimination to particular lesions in the auditory system. Clinical investigators are attempting to evaluate the relationship between speech-hearing disturbances and pitch discrimination problems. As these disturbances in pitch and loudness are defined and techniques for their measurement are devised, the teacher of children with auditory problems will be provided with additional significant information. Not only will it add to the understanding of the problem or problems involved, but this kind of information will provide us with a reference level which will aid us in the

<sup>3</sup> Jerger, James, Shedd, Joyce L. and Hartford, Earl, A.M.A. Archives of Otolaryngology, 89, No. 2, 1959, 82/200-93/211.

evaluation of the effects of our efforts to develop auditory skills. At the present time the reason for rewarding results of auditory training with certain children and the unsatisfactory results with other continues to elude us. Although it would be naive to believe that the ultimate explanations will be simple ones, it is apparent that we do need means of analyzing specific properties of auditory behavior, such as pitch and loudness perception and of ascertaining the occurrence of change, if any, with training. This kind of attack will eventually allow us to determine rather specifically the objectives for a child with a certain kind of hearing problem, and consequently specify the nature of the training to be provided. Questions which teachers ask today—"Who are the children who will benefit from auditory training? In what ways should we differentiate the training? When should we give up the attempt to develop auditory skills?" need to be answered. Certainly the extent of the research being undertaken today indicates that some of these answers are near at hand.

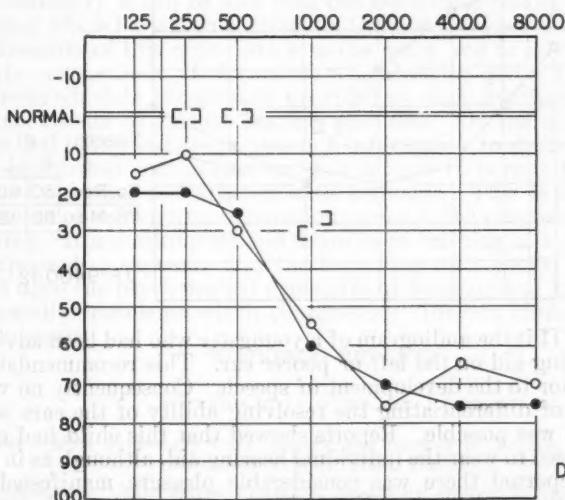
Other developments in the hearing field have led to changes in our methods of training. Many of these developments have come from the description of rather obvious psychological qualities of normal hearing. The realization of the value of such factors as binaurality and the continuous nature of hearing have influenced the kinds of auditory experiences we provide for children. The advances in hearing aids have also contributed to the realization of some of these advantageous conditions. The advantages of binaurality can best be demonstrated with individuals who have developed backgrounds of normal language achievement. However, it is entirely legitimate for us to apply some of the implications to children with hearing impairments from early life.

FIGURE V



In figure V is the hearing report of an adult with a moderate loss of acuity bilaterally symmetrical. Speech discrimination scores when each ear was tested separately were markedly reduced. When listening binaurally the ability to understand speech when sufficiently loud was impaired but not to so severe a degree. Binaural amplification showed the same results. The subjective analysis of binaural hearing which the adult can talk about are worth our consideration also. Such individuals will report the ability to determine the source of sound, the feeling that sound is emerging from its source rather than being perceived in the ear, the lessening of tolerance problems, the ability to function more satisfactorily in noisy places, and the need for less intensity.

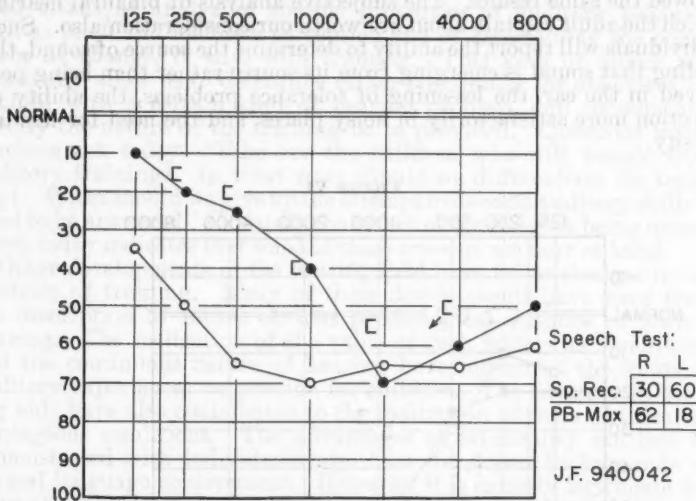
FIGURE VI



In figure VI is a type of audiogram seen very often among congenitally hearing impaired children. Some years ago we felt that few individuals with this kind of hearing contour could benefit from amplification. The obvious discomfort and rejection of hearing aids in such cases tended to substantiate our opinions. This youngster was interesting because she enjoyed and benefited from group type amplification but refused to wear an individual hearing aid. The problem of rejection was solved by adding an additional receiver and substituting a Y cord for the single cord. We may assume from this that the divergent signals impinging upon the two ears with the use of a single receiver were confusing and annoying. Apparently the disturbance set up by different patterns of reception in the ears occurs in other kinds of hearing problems also. Reports of patients with Meniere's disease indicate that hearing is improved following labyrinthotomy. This has led us to undertake a study of suprathreshold hearing before and after surgery of this kind. Of course, for the very same reason it should be remembered that binaural hearing aids are not always indicated.

In instances of symmetrical patterns of hearing loss it is frequently critical to select the correct ear for amplification use. Often this is very difficult or even impossible with our present techniques.

FIGURE VII



In figure VII is the audiogram of a youngster who had been advised to use a hearing aid on the left or poorer ear. This recommendation was made prior to the development of speech. Consequently no very reliable way of differentiating the resolving ability of the ears with amplification was possible. Reports showed that this child had consistently refused to wear the individual hearing aid, although as in the other case reported there was considerable pleasure manifested in the use of group equipment. Discrimination tests performed several years later supplied an explanation. Speech discrimination ability was markedly superior in the right or better ear. It is altogether probable that this child perceived speech more satisfactorily without an aid than with one in the left ear. A hearing aid has since been worn quite happily in the right ear.

Advancements in individual hearing and group hearing aid equipment have had another very important effect. Their increased efficiency in response and comfort in use have made it possible to provide children with an almost constant sound stimulation. We have just begun to understand the significance of this quality of sound perception in language development. The values of sound perception available to the normal listeners at all times, must be made so for the hearing impaired listener. Not only is sound from the surrounding environment constantly impinging upon the ears, but the perception of the individual's voice is continuously available. The role of the latter, psychologically and linguistically, is just beginning to be appreciated.

As stated previously, it is not necessary to remind ourselves that audition is a very complex process and that abnormal hearing prob-

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lems are many and varied. In recent years there has been a wise and rewarding emphasis placed upon the observation of the total behavior patterns manifested by children with hearing problems. This has led us to consider the importance of learning ability, emotional problems and the presence of other organic handicaps in addition to the auditory difficulty. In turn our management of children has been more realistic and more specific to their needs. Significant to all of us working with children are the studies in psychology and physiology of the auditory system which are being conducted on a fairly extensive scale. The findings of these studies suggest rather strongly that some of the difficulties in memory, attention, and perception, which we have thought of as additional or separate handicaps, may actually be the result of damage to some part of the auditory system.<sup>4</sup>

In summary it can be said that the rewarding results of auditory training which have been achieved in the past have served to motivate an extension of this opportunity to the many and to modify and intensify our methods. Information which we can derive from clinical and research data has already provided us with considerable insight into the nature of various hearing problems. On the other hand, it seems that today we have just enough information to shake some of our long established convictions, but not enough to permit the development of objective and differentiated rationale. This is probably the indication of an important transition period in the practice of auditory training. It is marking the end to auditory training as a general kind of experiential exposure and the beginning of a period of training based upon the psychological principles of learning and knowledge of the peculiar problems which characterize different kinds of hearing impairments.

#### WORKSHOP REPORTS

##### WORKSHOP I—PRIMARY LEVEL

(Leader: Miss JOSEPHINE CARR, supervising teacher of Speech and Hearing, New York School, White Plains)

(Recorder: Miss BETTY PHILLIPS, New York School, White Plains)

The primary level divided into two groups. Miss Carr's group discussed the following question: What type of equipment and what arrangement can best be used by small children for general classroom work?

The group discussed the various types of group aids in use at the schools which were represented by members. We considered the arrangement of group equipment in a classroom. Several diagrams of arrangements for group aids were drawn on the blackboard.

Our group felt that both group and individual aids had their places in the auditory training program. Several advantages and disadvantages for each type aid were listed.

For the individual aid mobility and practicality due to use after school represented its advantages. The drawbacks to an individual were distortion, and the variability of sound level received due to the distance of the microphone from the speaker.

<sup>4</sup> Samuels, Ina, "Reticular Mechanisms and Behavior," *Psychological Bulletin*, vol. 56, No. 1, 1959, pp. 1-25.

For the group aid we felt its advantages were higher fidelity, constant level of amplification, and the use of either insert molds or large earphones. As disadvantages we listed lack of mobility, and the discomfort of wearing large headphones for any period of time.

The new loop system or the radio transmitter system incorporates many of the advantages of the group aid and the individual aid.

It was the consensus of the group that for the best utilization of the group or individual aids that rooms should be sound treated and that a school can obtain better service through standardization of its equipment.

A second question discussed by the group was: How can we utilize our present equipment to obtain maximum results in a classroom situation?

It was felt that the hearing aid is a vital part of our classroom equipment, and is a vital part of our educational program in the same sense as proper lighting and glasses and should be utilized in the same manner that we use glasses.

The teacher should decide when the group aid or the individual aid should be used by the child in the classroom: The group aid should be used for individual specific auditory training and for group work in a circle. The individual aid can be worn throughout the day for more casual type of listening by the child.

## WORKSHOP II—PRIMARY LEVEL

(Leader: Miss AUDREY ANN SIMMONS, Central Institute for the Deaf, St. Louis, Mo.)

(Recorder: Miss VIRGINIA HEIDINGER, New York School, White Plains)

This section was devoted to the role of auditory training in the curriculum. It was agreed that auditory training is not an end in itself, but rather a means to an end, the end being improved communication with each child functioning at his maximum ability. The program should progress through stages of increasing difficulty according to the child's potential for hearing.

The auditory training program can be begun at the ages of 3 and 4 and should be geared to the child's interests. An awareness of sound as noise, music, and speech must be developed. An example was given for doing this at the early age level and integrating the speech, lipreading and auditory training, using the nursery rhyme "Jack and Jill." A wood block on the table representing walking up the hill furnishes a rhythm pattern. The dropping of the pail a gross sound. As well as developing an awareness of sounds, we can work toward the discrimination of rhythm patterns and of gross sounds. Stimulation for speech and speech reading is provided by the saying of the nursery rhyme with the above mentioned accompanying actions. Toys and animals in the child's immediate environment can be used at this level.

Two outlines of auditory training were discussed, with the stress on early and later primary.

At all levels the program progresses in logical steps of discrimination of gross sounds, rhythm patterns, and speech discrimination, such as of sentences, expressions and analytical discrimination in us-

ing records. Approach and material vary with the interest and age of the child, but each child begins at the level at which he is.

The vital need for an acoustic approach to vocabulary building and speech was stressed. It was agreed that auditory training is an important part of the everyday program and should be integrated with all activities. It is to be carried on throughout the day rather than to be assigned a specific time everyday.

It was agreed that both the individual aids and the group aid should be used, dependent upon each child and his responses to auditory stimulation.

The amount of amplification can be controlled by each child. Fatigue and the child's tolerance to amplification are important governing factors. Any listening should be a pleasurable experience.

Music can be utilized in the auditory training program. At the very first with young children the group agreed that records were to be avoided because of their abstract quality. We can always work for the enjoyment of music. The child should have a script of what he is listening to; he should learn to sing the songs, to read or dramatize the story; dance, or make accompanying movements as well as listening to the music so that it has meaning for him.

In all auditory training the child should have the opportunity to listen and watch. By using both listening and watching, we are doubling the effectiveness of our program in providing another sense modality other than just that of hearing for stimulation.

### WORKSHOP III—INTERMEDIATE LEVEL

(Leader: Miss GENEVIEVE DRENNEN, State consultant for education of exceptional children, Springfield, Ill.)

(Recorder: Miss DOROTHY S. BEAL, director, Omaha Hearing School, Omaha, Nebr.)

#### I. Goals:

1. Build up in speech—tone quality and speech.
2. Develop auditory skill as a tool of training—growth in school subjects.
3. Pleasure—self-gratification—psychological lift through improved communication.
4. Safety—alertness to environmental sound.
5. Sound conscious—use of residual.
6. Learning to monitor own speech.

II. To develop these goals—how much do they need—specific time? Formal period?

1. Amplification during instruction period with rest during desk work. All day long—with all classroom work.
2. Plus formal period daily—time depending upon load—schedules, etc.

#### III. Techniques:

1. Must be pleasurable—aim for that.
2. In intermediate to reach those without previous training—review primary techniques.
3. Intermediate training is continuation or extension of primary.
4. Current audiograms.
5. Testing for hearing aids and recommendations.

6. If equipment is available and in good condition binaural hearing is more profitable for auditory training.
7. Choral speaking.
8. Materials and techniques must be adapted to modern experiences for effective motivation.
9. Rhythms—for muscular control and improvement in speech rhythm.
10. Accent—with clapping—tapping, which carries over and transfers to other speech areas.
11. Give children opportunities to decide upon activities to make more pleasurable.
12. Conclusion: Can be variety—imagination, creativity, and enthusiasm makes program effectual.

IV. How can program be carried on in group with widely varied degrees of loss?

1. Grouping—scheduling.
2. Child learning to adjust his own amplification—therefore child must be taught to use his own equipment to his best advantage.
3. Additional factor: previous auditory experience of child.
4. Wired piano: (Elizabeth Titsworth) amplifier attached to piano under keyboard. Mike in front of teacher—cord long enough to speak into—12 boxes with earphones to jack in. Bench for small children to stand on around piano—so that they can watch teacher and listen. Bench solid to avoid tipping. Special rhythm teacher—each class has rhythm either 3 or 4 times a week—15 minutes periods—rhythm and gymnasium teachers work together in cooperative rhythmic—gymnasium program.

(a) Rhythmic activities (6-year olds) marching; nonsense syllables with rhythms; songs (Bye-o-Baby) rocking dolls.

(b) Later—skipping, running, jumping in different tempos, square dancing; popular songs.

(c) Use of Organ—Christmas carols.

Spring festival—groups in simple dances built around a theme.

(e) Piano training helpful in pitch discrimination—age 10—come into this phase with the most ease (must build to this year by year—preferably starting at 4).

V. Success: Determined by end product. Can they produce something as a result—have an opportunity to succeed? Development of alertness and awareness.

VI. Use of tape recorder and teacher made tapes:

1. Taping—nursery rhymes—sounds—at slower tempo—eliminating confusing superfluous sound often present on commercial records; piano background with simpler, more pronounced rhythms.
2. Possible future use of stereo reproduction—directional sound.

VII. Individual aids and group aid usage: 1. Encourage the use of group aids for classroom usage because of advantages of binaural hearing.

(a) Group aid provides greater range of sound—educates all levels of hearing.

VIII. Resistance to aids and training units:

1. Start with short periods of time.
2. Fatigue element—rest periods.
3. Use of pictures for use of aids.

4. Rejection period—can be eliminated by:

5. Early training assists.
6. Parental attitudes influential.

7. With maturity or referral to vocational agency.

In conclusion: Auditory training for children who are deaf is a continuous and on-going program in all learning situations and requires cooperation, interpretation, and understanding of the teacher, child, and parent.

#### WORKSHOP IV—ADVANCED HARD OF HEARING

(Leaders: Mrs. DOROTHY PICKETT, Michigan School, Flint; Miss JANE PEARCE, Lexington School, New York, N.Y.)

(Recorder: Miss ELEANOR POWELL, New Mexico School, Santa Fe)

Auditory training for the older deaf child should play just as important a part in his daily program as it does for the beginning or elementary child. Many teachers wonder how much time should be allotted to auditory training, especially when the older child is confronted with a diverse program of academic subjects.

Many schools believe that the daily auditory training period should be continued through all grades. For the teacher who uses an integrated program, it provides an opportunity for drilling on special words and terms. This period is almost a necessity for the deaf child who has entered school at an older age or for the child who has not had the basic work in auditory training. When academic teaching and auditory training are combined in the teaching of special terms or of items of special interest, there should be no sacrifice on the part of one for the other.

One of the problems to be considered in any auditory training program is the care of hearing aids outside of school. Some schools try to prevent the division of hearing aid responsibility by having the teacher develop the feeling of responsibility in the child.

Part of the regular curriculum, the training includes the care of the aid, first in the classroom. Then later, the responsibility is expanded to the dormitory and other places outside of the classroom. However, the learning process should begin in the classroom with the children keeping workbooks on the care of the hearing aid. The child should be taught that it is a privilege for him to wear and own an aid.

The child may be taught to think positively—that with an aid, the child will be able to solve some of his previous problems that might have been caused by a hearing loss, such as (1) inattentiveness, (2) restlessness, (3) academic retardation, (4) nonparticipation.

The child is likely to feel a greater responsibility toward his hearing aid, if he has a special place to keep it and if he is taught to put it on and adjust it himself. For the younger child, it is more practical for him to wear the aid on the outside in a holster. A healthy attitude toward wearing an aid is generally developed if the child knows something about the cost and parts of the aid and if he realizes that many people throughout the world are wearing similar aids.

One day school has developed the sense of responsibility for a hearing aid by sending the child downtown to purchase his own hearing

aid supplies. When the children realize that the cost of these supplies comes out of their weekly allowance, they are more careful about cords and batteries.

The parents can play an important part in developing responsibility toward wearing an aid. Since, so often they are the ones who finance the aid, every effort should be made to get their cooperation.

Most schools start auditory training as soon as a deaf child enters nursery school. The program includes sound discrimination, vowel and consonant discrimination, words, phrases, sentences, and question forms developed according to the child's ability.

The ability to recognize spoken connected language may be encouraged through the use of special records. In teaching discrimination to the profoundly deaf, many teachers find the multiple choice of words to finish a spoken sentence an effective technique.

Another technique, popular among teachers, seats a class of mixed losses in a semicircle according to their losses. With the teacher in a particular location, the deaf children may participate in the lesson by using the auditory-visual approach while the children with the lesser loss, depend entirely on their hearing.

Among the musical instruments which have proved effective for auditory training, one of the most popular is the drums, often used in conjunction with the metronome. Through the use of these instruments, a versatile program may be worked out for teaching rhythm patterns, rates, accent and special vocabulary. Tone bells are good for teaching pitch discrimination.

On the question of whether group aids should be equipped with earmolds or headphones, the experience of many teachers has been that using earmolds encourages greater use for longer periods of time and that, psychologically, they make for more contented children. Many teachers would question whether the greater frequency range to be found in the heavier type of headset is of particular value to the profoundly deaf child.

In trying to decide the value of a hearing aid to a deaf child, the matter becomes a problem, which must be solved for each individual child. Often the profoundly deaf child will prefer wearing the aid because it identifies him with the hearing world.

If the deaf child learns to listen critically at all times, he may benefit from an auditory training program. In addition to teaching him to monitor his voice, the use of the hearing aid would provide him with an awareness of sound.

TUESDAY, JUNE 30, 1959

#### VOCATIONAL SECTION

Ritter Hall, No. 4—Section leader: Mr. Howard Rahmlow, supervising teacher, vocational department, California School, Riverside

9-9:45 a.m.

Keynote speaker: Dr. Boyce R. Williams, consultant, deaf and hard of hearing, Office of Vocational Rehabilitation, Department of Health, Education, and Welfare, Washington, D.C., "How Today's Vocational Education Can Best Serve the Deaf."

10-11:30 a.m.

Morning session of vocational workshops.

1:15-2:15 p.m.

Afternoon session of vocational workshops.

2:15-2:45 p.m.

Workshop participants and recorder formulate report.

3-3:45 p.m.

Section meeting to summarize workshops.

Vocational workshop topics:

"Certification Criteria for Vocational Teachers of the Deaf," Mr. Howard Rahmlow, chairman.

"Offset Printing—A New Challenge," and "Production Versus Teaching in the Printshop," Mr. Chester Dobson, chairman.

"Broader Vocational Program for Girls," Mr. George M. Lang, chairman.

Interpreters: Robert Baughman, Lloyd Parks, Rachel Tate, J. E. Harold Ratai, Barry Griffing, Floyd J. McDowell, Edward L. Strieby, William M. Milligan.

Mr. RAHMLOW. Ladies and gentlemen of the vocational section, it gives me great pleasure to welcome you to our section meeting. It is my sincere wish that this section will give to you not only some enjoyment, but also some material that will be useful to you. However, this meeting is not set up to give everything to you. In order for this section to be successful, you, too, will have to make many contributions. A football team does not win because of the efforts of one man, but because of the combined efforts of the entire team. So it is with this meeting and those on Thursday of this week, success will only come if each of you contribute to the total effort. As Samuel Pettingill once wrote:

I dream no dream of a nursemaid state  
That spoons me out my food.  
No, the stout heart sings in its strife and fate,  
For the toil and sweat are good.

Our meeting opens this morning with a keynote address. Your program lists the speaker as Dr. Boyce R. Williams, consultant, deaf and hard of hearing, Office of Vocational Rehabilitation, Department of Health, Education, and Welfare, Washington, D.C. Dr. Williams could not be with us at the last minute and I would like to read you a portion of his letter to me:

I deeply regret that developments this week make it impossible for me to be with you at the meeting in Colorado Springs. \* \* \* I have looked forward over the months to this opportunity to work with you and others in the profession. The convention and conference meetings are invariably the most productive experiences in my area of work since they bring together all of the leading workers in the pertinent disciplines. Please accept my apologies for this late notification which was unavoidable.

I am sure that you will have a productive meeting with real progress toward solution of our persistent problems.

At this time I am most happy to introduce you to our speaker of the morning. Our speaker is currently the director of the Colorado vocational rehabilitation program. He began his rehabilitation work with 8 years of experience in the Utah program. He did graduate work in the field of vocational rehabilitation at New York University and thereafter joined the Federal program. He started his Federal career as a program consultant in the central office and then became

assistant regional representative for region VIII, Rocky Mountain States. He has had a long-standing interest in improving vocational rehabilitation services for deaf people. In fact, he had no sooner become director in Colorado than he expressed his earnest desire for sharp improvement in vocational rehabilitation services for the deaf of Colorado. It gives me the greatest of pleasure to present to you Dr. Warren Thompson who will deliver the material prepared for this meeting by Dr. Boyce Williams.

#### HOW VOCATIONAL EDUCATION TODAY CAN BEST SERVE THE DEAF

By BOYCE R. WILLIAMS, consultant, Office of Vocational Rehabilitation, Department of Health, Education, and Welfare

(Delivered by Warren Thompson, director, Colorado Division of Vocational Rehabilitation)

Here is a topic that gives all of us serious concern. Vocational education is very specific to job goals. Independent, remunerative employment is a core element in most of our social thinking and planning. For example, vocational rehabilitation is geared to capacity for work. Current efforts to broaden it to provide public support for rehabilitation of homebound and institutionalized persons for independent living without regard to jobs are even justified in terms of economic values, to wit, the manpower that will be released in families and institutions for productive work.

And so it goes, all of our public services and social institutions invariably reflect in one way or another deep involvement with occupational adjustment and accompanying economic independence. Moreover, many of our people are not satisfied with just any job. Precious status and job go hand in hand in many ways. They want employment at a level commensurate with their capacities, preferably competitive rather than sheltered. These are facts about all people, including the deaf.

These opening remarks are not justification of vocational education. It certainly needs no defense in the deaf community where we like to think it had its being. They are rather aimed at focusing our thinking on its pervasive nature and consequently its fundamental role in serving the deaf, not just today but always.

This word "today" in our title is crucial. It touches off a chain of thinking that could very well disturb whatever complacency we have been able to achieve in these troubled years. For many of us this may be healthy if we have grown too fat mentally and physically.

It is surely good for the deaf students in those schools where we are too settled in comfortable routines that are now of questionable efficiency and value. These would be desirable results.

On the other hand, there could be a plethora of negative developments. The connotation of "new" or "different" that the word "today" presents in our title is a subtle danger. Eager young minds may seize upon it as a cue or an excuse to discard the proved practices of the past and the present for new goals, new activities, new programs. The voice of experience must here speak out to anticipate and channel these valuable energies constructively. The setting for our work, our basic responsibilities, our ultimate common objectives are not changed. Our schools are still essentially elementary. Their primary function

remains and will always be to raise deaf children to be healthy, independent, law-abiding citizens.

The implications of "today" are, however, not illusory. Change takes place continuously everywhere we turn. New processes, new machines, new materials, new concepts of old patterns flood us ad infinitum. Those of us reared with the horse and buggy or even the model T may reasonably be apprehensive. Such a tempo startles. The electronic computer that answers in seconds problems that an army of mathematicians would work at for years is a case in point.

Surely many of you shared my initial confusion and alarm as I read the feature in the Fanwood Journal for April 1959, "Industry's Changing Needs for People and Skills," by David H. Dawson, of E. I. du Pont de Nemours & Co. Here we have it direct from the firing line. The demand for unskilled labor is rapidly declining. Government, industry, and the professions demand greater skills. Rapidly increasing technological complexity fosters a highly instrumented and mechanized industrial milieu. Machines rather than men, higher and higher speeds, rapid rate of obsolescence which pyramids capital costs, and highly specialized workers are characteristic of industry today.

Fortunately for our peace of mind Dawson's identification of the needs of industrial workers falls more in the realm of our experience. These are fundamental factors on which our vocational education programs can and do concentrate. Speed, alertness, mechanical skills, basic knowledge of mathematics and the physical sciences, adaptable class procedures to keep all individuals learning at close to their maximum abilities, these are labels that Dawson uses and that we understand readily. They dispel the mystery. Even more important, they focus our attention on basic truths that we are too prone to overlook.

The changes about which we worry are not *in* man. They are his products, subject to his management. As educators, your concern is still with the child who is father of the man. Your proved educational patterns and techniques are not obsolete. A foot is still 12 inches. The use of a crosscut saw is the same. An hour is still 60 minutes. Shirking yesterday does not become industry today, nor is a minute of tardiness less excusable. The basic law of all mankind is still the Golden Rule. One hundred percent effort 100 years ago is still 100 percent effort today.

Vocational education today can best serve the deaf by teaching them to do better those desirable things which they should do anyway. It can also teach them to do higher things and make these higher things both desirable and maximally possible. (In these two sentences we have paraphased the golden rules of secondary education shared by students of Thomas H. Briggs. As with all fundamentals, they have wide application.)

We have identified the desirable things "that deaf people should do anyway" rather frequently in the past 15 years. They are classified commonly as proper objectives of vocational education in schools for the deaf. They are still proper targets. Their labels are not identical to those of Dawson, but their substance is the same.

The first of these is the development of wholesome attitudes toward job, employer, and coworkers. Upon this, *all* employability rests. The second is the constellation of good work habits including speed, accuracy, adaptability which greatly influences occupational advance-

ment. These are the fundamentals. These are your primary concerns as vocational educators. You vocational teachers can best serve the deaf *today* by sharply stepping up your performance as developers of good attitudes and work habits, thereby fixing the habit of high grade response in these desirable things which your students should do anyway.

Vocational teachers in elementary schools can save themselves much frustration and misdirection of energy and talent by realization and acceptance of the fact their subject matter is *not* an end in itself. It must and is a means to the greater end of teaching boys and girls to be better, more effective men and women. Some of the rationale for this problem that we presented at the 1954 Vancouver meeting may be helpful here.

There is—

a lingering concern that our school-shop training should be terminal. In other words, the justification of the machine shop should rest upon the number of deaf machinists who have had all or part of their training there. The only defenses for thinking of this kind are that it is traditional and that some deaf persons are machinists. Actually, the only justification that should be necessary for any shop in a school for the deaf is that it is a superior means of assisting the students to become independent, well-adjusted adults. We do not justify the machine shop with a count of graduate machinists now employed in that trade. Such a practice, aside from its violation of educational logic, would surely be more costly than any school could tolerate since it relies upon shifts in the labor market over which we have no control. Instead, we justify the machine shop on the basis of its excellent series of challenges to the students whereby satisfactory work habits, skills, and knowledge can be developed. The facts that metals are the common material used and that they are also common to almost everything around us are further justifications for the machine shop. And so it goes with all shops.

There is, of course, no foundation in fact for the school to be concerned about terminal training for a trade. In the first place, our schools are, by and large, elementary in atmosphere. Second, the students are immature. Third, only a very limited shop offering can be made as compared to the tremendous range of jobs in which deaf people succeed. Fourth, terminal training is not indicated for the large majority who will work in mass-production industries which generally demand from the beginning only those skills that are broad, basic, and transferable to many jobs.

These oft-recited facts clearly mean that terminal trade training cannot properly be a function of the regular school for the deaf. None of us like the idea of channeling a teenager into a trade when he is still underdeveloped physically, mentally, socially, and emotionally, and even more so when his range of choice is sharply limited. For one thing, it reminds us too much of what we have read in novels and history books about various forms of apprenticeship. Moreover, as Americans we are wed to the belief that each should freely make his own decisions about personal things after he has had an opportunity to evaluate all possibilities. Terminal trade training as a part of our regular school curricula actually brings to pass just these things we do not like.

Vocational education today can best serve the deaf by also introducing richer, deeper experiences in new materials, tools, and processes as they are adopted by industry. Many of our schools are strategically located to capitalize through field trips and other media on these technological advancements. All can integrate their activities with public programs like vocational rehabilitation to provide invaluable on-the-job experience in summertime work. New materials should be manipulated in school shops as soon as reasonable know-how is acquired. These are but a few of the many, many possibilities that will unfold where the responsibility is recognized and accepted.

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Inherent in vocational education are the factors of physical activity and concrete processes in both of which deaf people generally perform very well as contrasted to their persistent problem with the abstract. The superior status of vocational education as an educational tool thus stands out. With this mantle of relative superiority, it is charged with the heavy responsibility of preparing deaf youth to function *even better* as fully independent participating citizens. Efficient, conscientious discharge of this clear obligation is the best way vocational education can serve the deaf today and tomorrow.

Mr. RAHMLOW. Dr. Thompson, I wish to extend to you the sincerest thanks of this vocational section for delivering the message of Dr. Boyce Williams to us. We greatly appreciate the taking of time from your busy schedule to be with us.

To Dr. Boyce Williams, we also extend our sincerest thanks for the development of the fine message and we are most sorry that he could not be with us for this convention. His many friends here assembled send him their greetings.

#### WORKSHOP REPORTS

##### WORKSHOP I—PROPOSED VOCATIONAL CERTIFICATION REQUIREMENTS

(Leader: HOWARD H. RAHMLOW, supervising teacher, Vocational Department California School, Riverside)

(Recorder: SAMUEL RAILING, supervising teacher, Vocational Department Rochester School, N.Y.)

##### CLASS A

I. A. Industrial arts and homemaking: 1. Bachelor's degree, major in one of the above areas.

B. All other vocational subjects:

1. High school or school for the deaf graduation.
2. Three years or more skilled trade experience.

II. Three years successful teaching of the deaf.

III. Recommendation of supervisor and/or superintendent.

IV. Inservice and/or college training:

- A. Certificate is temporary without this requirement completed.
- B. Recommended subjects, total of 12 semester hours required:

1. Methods of teaching the deaf.

2. General educational psychology.

(Four to six units required in above two subjects.)

Electives, six to eight units:

1. Guidance (vocational or educational).

2. Course development.

3. Communication (manual or oral).

4. Language for the deaf.

5. Child psychology or child study.

6. Tests and measurements.

7. Audiovisual education.

##### CLASS B

I. Issued for those teachers who meet the requirements for class A but who have less than 3 years teaching experience with the deaf.

II. A class A certificate to be issued upon completion of 3 years of teaching experience with the deaf. Candidate to make formal application for new certificate and a payment of a — fee to cover costs.

### WORKSHOP II—OFFSET PRINTING—A NEW CHALLENGE

(Leader: CHESTER DOBSON, assistant professor, Gallaudet College, Washington, D.C.)

(Recorder: MARTIN VITZ, California School, Riverside)

Mr. Chester C. Dobson, Sr., assistant professor of printing, Gallaudet College, Washington, D.C., opened the section meeting with introductions of those present.

Mr. Dobson read his paper "Offset Printing—A New Challenge."

#### OFFSET PRINTING—A NEW CHALLENGE

(CHESTER C. DOBSON, Sr., assistant professor of printing, Gallaudet College, Washington, D.C.)

Fellow teachers of printing, to you who teach graphic arts or printing in schools for the deaf, I will venture to say that the next 10 years will be your "decade of decision," as far as the new process—photo-offset printing is concerned. Some of you, I know, have already started to teach offset printing to some extent. Some of you, no doubt, are perhaps wondering if you should start teaching the new process. It is, then, to the latter upon which the great decision is closest—whether to introduce offset printing in your shop or not. It is to that group I wish to talk.

In 1956 "Survey of Manufactures," issued by the U.S. Bureau of Census in Washington, D.C., reveals two very interesting things, (1) from 1947 to 1956 employees in the offset printing industry increased 55 percent as compared with only 6 percent for letterpress, and (2) the lithographic industry is spending close to \$55 million in research work and in new capital expenditures. These two facts indicate only one thing: offset printing is here to stay.

In the East, and it probably is true too in other parts of the country, about 85 percent of the commercial shops have introduced offset printing to supplement letterpress.

One of the largest printing houses in the world—the U.S. Government Printing Office in Washington, D.C., has just cleared one entire floor to make room for installation and expansion of offset equipment. Its boss—the U.S. Public Printer by the name of Mr. Blattenberger who visited the Gallaudet College printing department just before I left for Colorado and who was very much impressed with the offset equipment we have, has made it plain that the Government Printing Office is expanding its offset department in order to expedite the great amount of work it has to do.

Two of the three daily papers in Washington have both started operating the new process in their composing rooms and are now training some of their deaf employees along those lines.

So it is obvious that things are changing—and fast—in the job or commercial shops all over the country. This certainly will make the impact felt on you who are responsible for job opportunities of your pupils who graduate from various schools for the deaf. It is time to

alert the printing teachers to this evolution. It is time to give serious thought to the future when it will become a problem in your own shops.

Introduction and expansion of the new process in the graphic arts industry will necessitate the learning and training of additional skills in order to qualify ourselves as teachers of offset printing.

What we must teach is: operation of photo-typesetting machines, darkroom techniques, pasteup makeups, and offset presswork.

Equipment, such as these, will probably look strange and bewildering to some of you who have not as yet faced the problem of converting your shops to the new process. It should not worry you, as I myself have found out.

Most of the firms selling the offset equipment have instructors who help teach after the installment has been made. The International Typographical Union has set up at its headquarters in Indianapolis a wonderful training program for the benefit of the members who desire to learn the process. The Lithographic Technical Foundation in New York City, which is doing extensive research work in lithography, publishes pamphlets and textbooks which it will send to anyone upon request. Many technical schools, such as the Carnegie Institute of Technology, offer wonderful courses in offset printing.

Fellow teachers, I wish to reemphasize to you that it is later than you think and the time to act is *now*.

Before I close, I want to say that I have with me four questions which I believe will be of interest to you all and to which I would very much appreciate your frank answers. Also some of you perhaps know that we at Gallaudet are expanding our offset printing facilities. At the Gallaudet Press we have a 17 by 22 Harris press and a Multilith, class 1250. We have a model 320 Robertson camera. And let me assure you that we are having a wonderful time with them.

1. Are you planning to introduce photolithography in your shop? If not, why?
2. Are job opportunities for your pupils in offset printing plentiful in your location?
3. Is it possible in your part of the country to contact manufacturers of this new equipment in a cooperative effort for the loan or lease of new process equipment?
4. Shall Gallaudet College establish or initiate a summer school in order to introduce to our members the additional skills required in the new process—offset printing?

It is this last question that I implore you all to consider seriously and tell me frankly what you think of it?

At the conclusion of the reading, four questions were presented to the group for discussion. Copies of these questions were also given to each for written answers.

Some of the answers to question 1, questioned the initial cost of offset equipment as against use and production savings on jobs done for schools. It was pointed out that production savings more than offset initial costs in a comparatively short length of time.

Question 2. This question was discussed at great length with the consensus of opinion being that job opportunities upon leaving school were very good in offset work for boys as well as girls, as many firms other than printing establishments, have and use offset equipment.

The use of vocational rehabilitation personnel was pointed out as a good means of coordinating job training and job placement.

The question of on the job training was discussed as part of question 2. Several members of the group were in favor of such a means of training while others questioned its value. Academic training was felt to be very necessary for students in printing, especially the having a good command of English as well as word division.

Question 3 was tabled in discussion as too short a notice was given to obtain valid answers.

On question 4, Mr. Dobson asked for and received an overwhelming opinion of the necessity of a summer school training session or institute to teach offset work to printing instructors. Out of the discussion on this question grew the resolution this section is presenting to the convention. It was suggested that until such instruction can be given, that those instructors who need training, get it through help from the manufacturers of offset equipment, and/or others who already have had training on offset equipment.

A tally was made of the questions turned in and the results are as follows:

Question 1. Seven answered yes. Four answered that they already have offset equipment.

Question 2. Nine answered yes. One answered no.

Question 3. Tabled.

Question 4. Sixteen answered yes. One answered no.

The problem of "Productions versus Teaching in the Print Shop" is a never-ending battle. The group felt that teaching comes first and that school administrations should realize this. If production is a must, then some time each day must be set aside for instruction. Several suggestions were presented as a solution to the problem. Yet it was felt that each school should deal with the problem of "Production versus Teaching in the Print Shop" to suit its individual needs and desires.

#### RESOLUTION

Whereas the techniques in photolithography have made tremendous strides in recent years, opening up the offset printing industry; and

Whereas it is an area of employment in which deaf persons do well; and

Whereas schools for the deaf are establishing courses of instruction in offset work, using printing instructors, who are for the most part unprepared to adequately handle this instruction: Therefore be it

*Resolved*, That we printing instructors in schools for the deaf, in convention assembled, feel that Gallaudet College has the facilities for a crash training program for teachers of this specialty; and be it further

*Resolved*, That we consider a grant by the Office of Vocational Rehabilitation to make possible such a summer training program is highly desirable.

#### WORKSHOP III—BROADER VOCATIONAL PROGRAM FOR GIRLS

(Leader: **GEORGE M. LANG**, New York School, White Plains)

(Recorder: **MISS EDYTHE F. PURCELL**, California School, Berkeley)

**Mr. George M. Lang**, chairman of the section, opened the meeting by saying that we are interested in a broader training program for girls, knowing that each school has different needs, and asking the members of the group to tell which vocations that had been taught in their particular schools had been found to be successful as training

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for job placement. There were many suggestions, some which seemed to be common in many schools, and numerous isolated ones which seemed to be successful in certain areas.

After lengthy discussion, it was agreed that the following vocations show promise for future employment (without extra training after graduation) in most sections of the country, depending upon the locale:

1. Cake decoration and finishing.
2. Upholstery, slipcover, and drapery making.
3. Typing and business techniques.
4. Reweaving (French weaving).
5. Laundry and dry-cleaning work.
6. Arts and crafts: This could include ceramics, art-metal work, leatherwork, beadwork, plastics, etching, weaving mosaics, and electronics which include soldering and assembly work.

The above vocations were justified by the members of the group giving examples of certain boys and girls who were or are gainfully employed.

There were discussions regarding the decisions relative to the choice of vocations, the age range of the beginners, and the length of time needed and used in the various schools for the training program. There was found to be a wide range of variation.

It was further agreed that we use the facilities we now have in our schools for the training of both boys and girls.

The teachers of home economics would like to have departmental meetings at the next convention.

It was felt that the discussion had proved to be worthwhile and justified the efforts of Mr. Howard Rahmlow, supervising teacher of the vocational department, California School for the Deaf at Riverside, and section leader of the vocational meetings.

#### TUESDAY,\* JUNE 30, 1959

##### SECTION ON VISUAL EDUCATION

Gottlieb school auditorium—section leader: Mr. Gilbert Delgado, supervising teacher, California school, Berkeley

3:45-4 p.m.

Introductory remarks, Mr. Gilbert Delgado.

EDL Controlled Reader demonstration, Mr. Delgado.

4:45-5 p.m.

Tach x Viewlex—Special filmstrip, demonstration prepared by the New Mexico School for the Deaf, Mrs. Millicent Reynolds.

4:15-4:30 p.m.

TDC Stereo Project-or-view, Miss Janet McRoberts, California School, Berkeley.

##### PRESENTING

- A. Slides of the Kansas School shown on the Gold E. Manumatic film and slide projector, Mr. John Gonzales, New Mexico School.
- B. Film or slides from public school 47, New York City, shown on the RCA 16-millimeter sound projector, Colorado school.

\*Section on Visual Education for Wednesday included with this section.

C. Exhibit of visual teaching aids from several schools.  
 D. Practice and instruction in the use of equipment demonstrated.  
 Interpreters: E. W. Marshall, William E. Ransdell.

#### OBJECTIVES

- I. To demonstrate equipment, projectors and other visual aid materials that may benefit our students.
- II. Allow time for anyone to learn the operation of equipment demonstrated and other.
- III. Exhibit of teacher-made and store-bought materials for anyone interested.
  - (a) A very excellent exhibit of a logical method of teaching reading at the primary level is exhibited and I would strongly recommend that this material be examined carefully by anyone not too well satisfied with present methods.
- IV. After 4:30 some slides or films from several schools will be shown.

#### DEMONSTRATION OF THE E.D.L. CONTROLLED READER

(GILBERT L. DELGADO, supervising teacher, advanced department, California School, Berkeley)

##### I. Description

The E.D.L. Controlled Reader is a modified filmstrip projector which exposes printed material through a moving slot at variable speeds from 0 to 1,000 words per minute.

##### II. Objectives

Stories with a limited amount of printed material are presented at a rate slightly higher than the students predetermined reading rate. By doing so the student is encouraged to (1) comprehend and organize facts at his highest level of efficiency (2) maintain a high level of concentration attention (3) make fewer fixations per line and reduce the number of regressions.

Reading at a faster than normal rate is a motivation in itself and the materials used are well planned and interesting encompassing grades from 1st through college.

There are many approaches to increasing a person's reading rate. This projector does so in a systematic, controlled manner. Studies have shown a close parallel between reading rate, systematically increased, and improved reading comprehension.

Increasing the reading rate is not merely a physical result, that of training the eyes to move faster and take in more, but, it is a mental result of training the mind to absorb and interpret the printed word more efficiently.

##### III. Presentation

To be effective, lessons using the Controlled Reader must be carefully planned. The vocabulary involved is somewhat complex and there is need for preparation here so that the new words are quickly recognized. Also background material is important, an explanation of the story or events leading up to it. Pointing out some of the concepts they should be looking for. By initially keeping these factors in mind the students are better motivated and will readily be enthusiastic to the use of the reader.

(a) The first viewing of the story is done at a determined average rate for the group or class. The story is interrupted occasionally to determine attention and concentration. A discussion follows. General questions on the story are asked.

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(b) The second viewing is at 25 words per minute more than their normal rate. This goes uninterrupted. The teacher and students then discuss the story again and clarify any point not understood. The students then answer detailed questions.

#### IV. Demonstration

##### A. Junior high "The Bravery of William Tell."

1. increase speeds gradually.
2. exhibit free reading slot.
3. point out the projector can be used in a semidarkened room.
4. materials are often excerpts from books and stimulate students to read the book.

#### V. Results

A. It is a definite aid to training concentration and prolonging attention span.

B. Study: I am attempting to do a study of the results of the Controlled Reader. By means of graphs showing the relation of increased rate and comprehension. Thus far it is difficult to come up with any too definite conclusions viz, because of factors like (1) interest in the story (2) individual abilities and differences. In the final analysis I did find that, on the whole, there was an increase in comprehension that followed a gradual increase in reading rate and this was also going up through more difficult materials.

#### VI. Questions

#### VISUAL EDUCATION

(Leader: GILBERT DELGADO, supervisory teacher, California School, Berkeley)

(Recorder: MYRON LEENHOUTS, principal, California School, Berkeley)

#### Introductory remarks by Mr. Delgado

##### I. Objectives.

Mr. Delgado further pointed out that visual aids are only aids and cannot replace the results obtained by the hard work and effectiveness of a good teacher.

##### II. Demonstration of the Controlled Reader including—

- (a) Description.
- (b) Objectives.
- (c) Presentation.
- (d) Demonstration.
- (e) Results.

Questions and discussion following Controlled Reader demonstration—

Q. What distance should the children be from the screen?

A. An ordinary classroom (about 20 to 25 feet) is proper. Children should not sit at too much of an angle.

Q. Is there much reading material prepared and ready for use with this projector?

A. Yes, considerable at all reading levels.

Q. Which is more effective, the reading slot or complete line?

A. After 350 word rate, the complete line seems to be more comfortable. However, it is important to use the slot with deaf children to train them in proper eye movement.

III. Demonstration of Tach X Viewlex projector by Mrs. Milliecent Reynolds, New Mexico School for the Deaf.

*Introduction and description of Tach X Viewlex*

Q. What kind of response do you expect from children as words and phrases are flashed on screen?

A. Children can be asked to jot down what they have read—and you get an idea of comprehension.

Q. How much does Tach-Viewlex cost?

A. About \$160.

IV. Demonstration of TDC Stereo-Project-or-View. A 3-dimensional projector of slides. Good for teacher of youngest children because children and teacher can "gather around" and discuss the picture.

How it is used:

1. Teacher plans for an eventual field trip, e. g. to the zoo.
2. Teacher prepares with language vocabulary, pictures of animals, toy animals, etc.
3. On the field trip snapshots are taken with a stereo camera.
4. Snaps are developed into slides.
5. They are projected on stereo projector and used as a "review" of the trip with children.
6. Stereo projection (3-D) is much more realistic to the children.
7. Price: \$116.

V. Projection of slides from (1) Kansas School, (2) New Mexico School, and (3) Public School 47, New York.

The projector used: Gold E. Manumatic film and slide projector. The slides were projected by Mr. John Gonzales of the New Mexico School and described by Mr. Lloyd Parks of the Kansas School.

VI. Following the demonstrations, the audience was able to observe and explore closely the various exhibits and projection equipment on display.

**THE TACH X VIEWLEX**

(Demonstrator: Mrs. MILLIECENT REYNOLDS, New Mexico School, Santa Fe)

Visual perception is of vital importance to all learning and particularly do deaf children depend on this perceptive faculty for educational progress. To further develop perceptual skills in its students, the New Mexico School purchased the Tach X machine and has had it in use for about a year.

The Tach X was designed to be a practical classroom tool. It is portable, easy to operate, inexpensive to both purchase and maintain. It does not need a darkened room. The exposure mechanism has a speed ranging from a low speed of 1 1/2 seconds to a high of 1/150 of a second.

The possible benefits to be derived from Tach X training are:

It is eye catching.

It requires a high degree of attention.

It increases alertness and powers of concentration.

It is helpful in establishing correct eye movements.

It is an excellent means of accelerating word and phrase recognition.

It helps overcome problems of reversals, omissions, and inattentiveness.

It improves spelling by developing a strong visual memory which helps the child retain "word pictures" more accurately.

On the level of kindergarten through second grade it has proved useful in teaching likenesses and differences, in teaching word and picture association, and in building sight vocabulary.

Though this is not a teaching device in the basic sense, it has proved to be of real value in implementing our teaching program. We still must teach word meanings and check for comprehension in our time-honored ways but it is a tribute to modern research that this machine can give us such help in our reading program.

#### VISUAL EDUCATION—WEDNESDAY

(Leader: GILBERT DELGADO, supervising teacher, California School, Berkeley)

(Recorder: MYRON LEENHOUTS, principal, California School, Berkeley)

##### 1. Demonstration—S.R.A. Reading Accelerator by Mr. M. Wolach, New Mexico School:

A very simple machine. It is used individually rather than as a projector for group participation. It operates by means of a moving shutter which moves from the top of the printed page downward. The speed can be regulated and varies from 30 to 3,000 words per minute.

Its purpose is to accelerate reading and improve comprehension.

Q. What operates the movement of the shutter?

A. A heavy spring.

Q. Why not use it with children for leisure time reading?

A. It should be used in a planned systematic way.

Q. How can you regulate the speed when the size of the type varies?

A. The manual has a formula to help you calculate this.

##### II. Demonstration of Keystone Tachistoscope by Mrs. E. McGarry, California School, Riverside:

Objective—to improve speed and comprehension in reading and aid in concentration and alertness. Speed varies from 1 second to 1/100 second.

As objects, numbers, etc. are flashed, children are required to check or write down what they see. Later their observation accuracy is checked.

As proficiency is gained, words, then phrases and sentences are introduced.

Q. Are there commercial slides?

A. Yes, but you can make your own.

Q. Must the room be darkened?

A. No, it must not be completely darkened because pupils must write.

##### III. Demonstration—Homemade Story Teller by Mrs. M. Floyd of New Mexico School:

Story Teller was invented because language deficient children could not explain what they had seen or done.

"Films" are made on store wrapping paper. Spools (vertical) can be rotated and the story unfolds. The language is accompanied by drawings and pictures to illustrate the language.

Children construct the "film" with some help. Interest is greatly stimulated and understanding more certain.

A quiz comes at the close of each story film.

Another use of the Story Teller was a demonstration of an adaptation of use of the Fitzgerald Key.

IV. Films were shown of—

1. Bruce Street School, New Jersey.
2. South Dakota School.

WEDNESDAY, JULY 1, 1959

SECTION ON SPEECH

Gottlieb School Building—Section leader: Dr. June Miller, director, Teacher Training, University of Kansas Medical Center, Kansas City, Kans.

9-9:45 a.m.

Keynote speaker: Dr. S. Richard Silverman, director, Central Institute for the Deaf, St. Louis, Mo.

10-11:45 a.m.

Morning session of Speech workshops.

1:15-2:15 p.m.

Afternoon session of Speech workshops.

2:15-2:45 p.m.

Workshop participants and recorder formulate report.

3-3:45 p.m.

Section meeting to summarize workshops.

SPEECH WORKSHOP LEADERS AND RECORDERS

Preschool and kindergarten: Miss Elizabeth Titsworth, Mrs. Doris DeLong. Primary: Miss Josephine Carr, Mrs. Mabel Gulick.

Rotating classes: Miss Jane Pearce, Mr. Kendall D. Litchfield.

Intermediate classes: Mrs. Mamie Reilly, Mrs. Lillian Sheiry.

Advanced classes: Mrs. Mazine Langley.

Speech for hard of hearing: Miss Lucy Moore, Mrs. Gertrude Hodges.

Workshops: Ritter Hall, rooms 2, 3, 101, 102, 103.

TEACHING SPEECH (AN ADAPTATION)<sup>1</sup>

(S. RICHARD SILVERMAN, director, Central Institute for the Deaf, St. Louis, Mo.)

This keynote address seeks to suggest issues, principles, and techniques that would be significant for classroom teachers in the workshop discussions that are to follow. Teachers of the deaf should find it useful to know about ways in which speech is being studied and described. Among these approaches that are relevant for our classroom problems are:

- (1) The physical, which deals with quantitative physical description of speech;

<sup>1</sup> Since Dr. Silverman's address was accompanied by auditory demonstration and extended reference to items on the blackboard, it is not possible to reproduce this talk in full. A major portion of this manuscript is from Dr. Silverman's chapter in the "Handbook of Speech Pathology," edited by E. Lee Travis, pp. 399-406.

- (2) The physiological, which deals with the manner in which the body mechanism is used to produce speech;
- (3) The psychological, which deals with problems of perception, intelligibility, persuasiveness, and motivation;
- (4) The linguistic, which deals with problems of meaning and phonemic and syntactical structure.

This type of information is abundantly available elsewhere in the literature.

Our concern this morning is with such issues related to teaching speech to the deaf as the fundamental attitude of a school toward teaching speech as reflected in the kind of oral atmosphere it provides, the judicious use of the sensory systems to convey information about speech and to reinforce its production, systems of orthography that are used as visual aids to teaching, the fundamental unit of teaching (phonetic element, syllable, word, or phrase), and finally the evaluation of speech as a social tool for the deaf.

Studies of the speech of deaf children have by and large dealt with differences between the speech of the deaf and of normal hearing subjects. By a technique of kymographic recordings, Hudgins (1934) found the following abnormalities in the speech of the deaf: (a) Slow and labored speech usually accompanied by high chest pressure with the expenditure of excessive amounts of breath; (b) prolonged vowels with consequent distortion; (c) abnormalities of rhythm; (d) excessive nasality of both vowels and consonants; and (e) malfunction of consonants with the consequent addition of superfluous syllables between abutting pairs. Rawlings' (1935, 1936) results were similar to those of Hudgins. He found that normal speakers use approximately the same amount of breath while speaking in a conversational tone as they use in quiet breathing over a similar period, while the deaf use a great deal more breath while speaking. Voelker (1935) found that 80 percent of deaf children had less average pitch changes than normal speakers. The maximum phonation duration for deaf children was more than four times that of normal speakers and they took much longer to say a sentence.

Carr's (1953) study of the spontaneous speech sounds of 5-year-old deaf-born children suggests that deaf children should not be taught vowel and consonant sounds in the manner and order popular with many teachers of the deaf (Joiner, 1946; Yale, 1938). Neither do her data support "wholly the notion that deaf-school children can master vowel and consonant sounds in the order in which hearing infants master these sounds." Carr's data agree with those of Sykes (1940) that show a predominance of front consonants in the spontaneous vocalizations of young deaf children. Kampik (1930) in interviewing parents found that deaf children babble as hearing children do and that their speech organs are as well developed as those of the hearing.

We gain a substantial insight into the speech of the deaf from the investigation of Hudgins and Numbers (1942), who departed from the usual approach of comparing the speech of the deaf and the hearing and studied the relation between errors of articulation and rhythm and intelligibility of the speech of deaf-school children. They used a technique of recording and subsequent analysis by a group of auditors of 10 sentences spoken by deaf children. They

found two general types of errors: errors of articulation, involving both consonants and vowels, and errors of rhythm.

Consonant errors were classified into seven general types as follows: (a) Failure to distinguish between voice and breath consonants; (b) consonant substitution; (c) excessive nasality; (d) malarticulation of compound consonants; (e) malarticulation of abutting consonants; (f) nonfunctioning of arresting consonants; and (g) nonfunctioning of releasing consonants.

The vowel errors were: (a) Vowel substitutions; (b) malarticulation of diphthongs; (c) diphthongization of vowels; (d) neutralization of vowels; and (e) nasalization of vowels. The rhythm of the speech samples were either correct, abnormal or nonrhythmic.

In general, our experimental and empirical evidence indicates that the deaf child lacking an adequate auditory monitor is likely to develop, at least by the way he has been taught till now, a breathy, nasalized vocal quality, abnormal temporal patterns, and some surprisingly consistent errors of articulation. This judgment stimulates us to consider the areas that are the bases for developing speech in deaf children which we may study profitably to improve that speech. I (1954) have delineated the following areas:

*Fundamental attitude.*—As we have indicated previously, all educators of the deaf endorse the proposition that all deaf children shall have an opportunity to learn to speak. But the implementation of this notion in everyday practice reveals differences in attitude. For some, speech is a subject to be taught like a foreign language to those who can "benefit" from it. Practice and atmosphere are not aimed at vitalizing speech for the child. Rather, speech is viewed as an eminently desirable but not essential skill to cultivate. For others, a corollary to the proposition of universality of opportunity to learn speech is inescapable; and that is that speech is a basic means of communication and hence is a vital mechanism of adjustment to the communicating world about us. Therefore, we must so set the stage for the child *everywhere*—in the home, on the playground, in the schoolroom—from the moment we learn he is deaf, that speech eventually becomes meaningful, significant, and purposeful for him at all times. Parents, counselors, teachers, and all who are responsible for the child's development need to share this attitude. Only practice stemming from this attitude will realize the deaf child's maximum potential for communication by speech. Actually, the Ewings (1954) suggest that the absence of this kind of "living speech environment" may account for some of the so-called oral failures in schools for the deaf.

*The multisensory approach.*—Obviously the teacher must use optimally the sensory channels available for teaching speech to a deaf child. Of significance are the visual, the auditory, the tactile, and the kinesthetic, as well as the popular approaches associated with them.

When we consider the use to which we put the visual system in teaching speech we tend primarily to think of lipreading as the child learns to watch with purpose the movement of the lips (and the expressions of the face) of those about him and to imitate, however imperfectly, these movements in attempts to express himself. This really is the initial technique with deaf infants. In addition to lipreading, well-known uses of vision include systems of orthography, color codes (New, 1942) that differentiate the manner of production of phonetic

elements, models and diagrams that show position and movement of the mechanisms of speech, acoustic translators of various sorts that display speech patterns visually and can carry information to the eye about time, frequency, and intensity. The latter range from pitch indicators (Ewing and Ewing, 1954; Sterne, 1939) to the elaborate and complex visible-speech apparatus designed and developed at the Bell Telephone Laboratories (Potter, Green, and Kopp, 1947).

We know that the literature even of the 19th century (Urbantschitsch, 1897) mentions the desirability of using the auditory system to aid in teaching speech to the deaf. But today we are better able to exploit this possibility because of the development of modern wearable, and of group, hearing aids designed to deliver speech to the auditory area useful to the child. We are aware that for the kind of child whom we are here discussing the auditory area is greatly restricted, but even limited perception of stress patterns can be helpful in achieving better rhythmic and voice quality and understanding of the talker.

The tactile or vibratory sense is most commonly used by stimulating the child's fingertips or hands in contact with his own or the teacher's face or head during speech or during phonation (Alcorn, K., 1938; Alcorn, S. K., 1941). Some techniques use sounding boards, including pianos, and diaphragms which are caused to vibrate by speech and music (St. Michiels-Gestel, 1949). Wedenberg (1951) suggests that Barczi (1934), even though he spoke words into the ear, selected them for their tactile value. Becking (1953) has demonstrated surprisingly good differential sensitivity to sound of the thoracic region of severely deaf children, although the sensitivity curves of human skin to mechanical vibration are not quite in agreement (Sherrick, 1953). Sherrick's is one of many promising investigations in vibrotactile sensitivity being carried on in the Department of Psychology at the University of Virginia. Wiener (1950) has suggested that the transfer to the sense of touch of the principle used in the visible-speech machine is possible. It was felt that the visible-speech instrument gave a measure of the amount of information which it was necessary to transmit for the intelligibility of speech. Rather than vision, the sense of touch was to be used. It is too early to assess the results of this approach.

The kinesthetic sense is used in "getting the feel" of certain articulatory and vocal movements and in tongue and lip exercises. Some teachers employ rhythmic gross-muscle movements to reinforce kinesthetic utterances consisting of connected speech and of suitable nonsense syllables.

Among the sources of variation in commonly used techniques to teach speech to the deaf are the differences of opinion concerning the relative emphasis to be placed on specific sensory pathways. The controversy ranges from the concept of mutual reinforcement by deliberately using the senses together—a coordinated sensory input—to the notion that speech will be better learned if stimulation by one sense is purposely excluded in order to achieve optimum performance by another sense. Hudgins (1953a) has shown that however small a fragment of hearing a child may have, it may be trained to supplement vision in visual-auditory presentation. In other words, the eye and ear together perceive speech better than either one alone.

and hence the bisensory approach is likely to produce better speech. Sumby and Pollack (1954) showed how, among people untrained in lipreading, visual perception was important for individuals listening in high-level noise. Huizing (1953b) argues that at least in the early stages lipreading should be excluded from auditory training because it (lipreading) is likely to divert the child from optimum use of his hearing. And S. K. Alcorn (1941) suggested shutting the eyes of the child during development of sensitivity to vibrations.

In developing techniques, it is desirable for the teacher to analyze the speech skill she is trying to cultivate and to select the combination of sensory channels best suited to stimulate the child. For example, the perception of the phonetic element *p* is best accomplished through vision reinforced by feeling, and vowel differentiation is greatly aided by a combination of auditory-visual and tactile stimulation. Watson (1951) has adequately epitomized what appears to be the forward-looking view that the sum of reinforced multisensory stimulation is greater than any of its parts. It is, in fact, "the nearest approach to the normal that can be made by the deaf child."

*Systems of orthography.*—Students of speech are aware of what amounts to irrationality of the choice and use of our symbols to stand for discrete units of speech. The shape and size of the letters of our alphabet bear no logical or consistent relation to the sounds they are intended to represent. Furthermore, most of our symbols represent more than one sound and most of our sounds are represented by more than one symbol. This situation has stimulated teachers of the deaf, among others, to devise or to adopt a system of orthography that would carry more information about speech units than the unrelated letters of the alphabet.

The Bells (1894) created their system of visible speech wherein four fundamental consonant curves related to the articulators—the back of the tongue, the top of the tongue, the point of the tongue, and the lips; and appropriate modification of the basic vowel symbol indicated the production of the vowels. For example, for the consonants

$$\text{a} = \text{k}, \text{ə} = \text{sh}, \text{ɔ} = \text{t}, \text{ɒ} = \text{p}.$$

The Northampton charts (Yale, 1938) popular with many teachers of the deaf, are arranged to give more phonetic significance to letters of the alphabet through their voice, breath, and nasal columns, and through their similarity-of-production rows for consonants and suitable categorizing columns and rows for vowels. The multiplicity of symbols representing the same sound is handled by a system of appropriately arranged secondary spellings under the primary symbol which presumably occurs most frequently in English usage. Thus *a—e* is the primary symbol for the diphthong in *cake*, the dash representing a consonant. A secondary spelling under *a—e* is *ay* as in *say*.

The diacritical system used in our dictionaries is based on the concept of familiarity with the pronunciation of frequently used key words. Where one letter may represent more than one sound a differentiating symbol is used; thus *e* as in *be* is *ɛ*, and *e* as in *bed* is *ɛ̄*. Phoneticians and linguists generally use the international phonetic alphabet which has a single agreed-upon symbol for each sound and supplements the existing alphabet to fill out needed representation.

Zaliouk (1954) has devised a visual-tactile system of phonetic symbolization which he suggests for teaching speech to the deaf. This utilizes two categories of symbols, static and dynamic. The static symbols represent the different organs—hard palate, tongue, teeth, and lips—participating in the formation of the adequate articulatory positions. The dynamic symbols for finger and hand indicate movement.

There have been other attempts too numerous to mention that have sought through shorthand or other means to convey phonetic information through a logical and consistent system of symbolization. The search for these systems underlines the need it expresses. An ideal system of orthography would (a) convey information on how to articulate, (b) use symbols of the language, (c) be within grasp of children, (d) be free of ambiguities. It is obvious that these criteria are in conflict and some compromises need to be made. For example, if we are looking for symbols that convey information on how to articulate we would probably choose the system of Bell or Zaliouk. The Northampton charts, with secondary spellings included, would probably be representative of the most frequently occurring symbols and symbol combinations in the English language, and hence would be likely to contribute to pronunciation. On the other hand, because there are so many secondary spellings and exceptions, the learned symbols may be confusing out of chart contexts. The diacritical markings are obviously useful, but everyday English symbolization does not carry the differentiating symbols. This is in essence one of the drawbacks of the international phonetic alphabet. Some teachers prefer to start children with the Northampton charts and then to teach the diacritical marks when the children reach the appropriate academic level. These comments are by no means exhaustive but they may be useful as a guide in the choice of a system of phonetic symbolization.

*Units of speech.*—The various approaches to teaching articulation to the deaf may properly be placed on a continuum ranging from an elemental, analytical method to a patterned or "natural" approach. The former would emphasize the development of individual elements out of speech contexts and the latter would begin with words and phrases "as is natural for hearing children to do." The elementalists argue that in the absence of an appropriate auditory monitor, the kinesthesia of each phonetic element must be fixed before precise articulation can be achieved, lest fluency be attained at the expense of good articulation. The "naturalists" contend that we must take advantage of the spontaneous articulations, temporal patterns, and voice qualities of young children. These are not generally isolated elements and precision can be achieved within the framework of the natural spontaneous vocal output without sacrificing fluency.

The emphasis in present-day practice lies somewhere between the extremes of this continuum on the syllable as the basic unit. Stetson (1951) has shown that the syllable is the simplest possible utterance in a monosyllabic breath group. Individual "sounds" cannot be discussed without involving their function in a syllable. Stetson maintained that—

when teachers and demonstrators give what they think are "separate sounds" they are actually uttering syllables; the vowels and on occasion the liquids and

nasals constitute separate syllables, as in "oh, a, rr....ll....," long drawn out fricative, sss.... etc., become vowel substitutes, the other consonants are given with a brief vowel as in "buh puh".....

Of course, individual sounds may be corrected but they should not be considered complete until they are articulated properly in the kinds of syllables in which they are likely to occur. Furthermore, speech rythm which contributes to intelligibility is primarily a matter of grouping, accentuating, and phrasing syllables (Hudgins and Numbers, F.C. 1942; Numbers, M., 1942). The use of the babbled syllable (Avondino, 1924) and the building of connected rhythmic speech from syllabic units feature popular approaches in the development of speech (Haycock (1942).

It is not out of order here to mention our apparent failure to capitalize in later speech development on the spontaneous utterances of the very young child. Irwin (1947) has studied carefully the development of sounds in young hearing children and he has shown that by the 10th month practically all of the different sounds have appeared. Yet it is curious that even though a child may have produced *l* and *r* during his infantile babbling, he frequently cannot at the age of 2 or 3 produce these sounds correctly in English words (Jakobson, 1941). Apparently he finds it difficult to use the phonetic elements of his babbling as the phonemes of his language. This relearning comes about by perceptive development, both auditory and kinesthetic, and in the case of the deaf child by whatever sensory potential is available and in a relatively flexible and adaptive sequence.

*Evaluation of speech*—I (1943) have stressed the necessity for frequent critical evaluation of the speech *intelligibility* of deaf children, both as a guide to modifying existing approaches and, in the light of the controversy over how the deaf shall be taught, as a dispassionate assessment of the value of the oral approach. Attempts to accomplish this may fall into two related categories, the first dealing with the periodic evaluation during the school career of the deaf child, in which he is exposed to formal training in speech, and the second carrying out long-range procedure designed to discover how effectively speech functions in postschool life.

Evaluative techniques used periodically to measure progress in speech intelligibility have not yet attained the degree of objectivity and validity achieved by measuring instruments in the subject-matter and skill fields. Among the more popular techniques is the procedure in which a child reads a selection and auditors indicate the extent to which the selection has been understood. Or carefully selected word samples (Hudgins, 1953) are read and scored by the auditors. Although this evaluation technique may yield a limited but fairly reasonable appraisal of the child's speech mechanics, it does not simulate the pattern of usual oral intercourse which takes place without benefit of printed or written visual crutch. What is being evaluated is a form of *oral reading* and not speech in terms of broad social objectives. The translation of the child's *own* thoughts into intelligible speech is an ability neglected by this type of evaluation.

The use of memorized material without the aid of a visual crutch is subject to similar criticism, since the thoughts expressed usually do not originate in the child, and if they do, the process of memorization furnishes the child an advantage which does not operate in a normal speech situation. The interview approach to evaluation, in

which the child is stimulated to talk freely, may approximate true appraisal of speech if it is conducted skillfully but, very often in this situation, anticipation of answers to questions may operate to the child's advantage and the technique fails to appraise the child's ability to take the initiative in speech. The use of speech recordings as a periodic evaluative technique has considerable value. However, the limitations of read or memorized selections or the question-and-answer type of sample should be kept in mind. Of course, it would be fruitful to capture for study the casual conversation of children.

The outcomes of speech-teaching which are most important in the long run are those that reveal the extent to which the child's training in speech functions adequately when he has left school. Unfortunately, we are without satisfactory evidence in this area and the information that comes to us is frequently biased and invariably anecdotal.

Perhaps it would be helpful for us to think of the deaf children as imposing a "deafness" on their normal hearing listeners. This deafness would not be characterized by a loss of sensitivity but rather by a loss of ability to discriminate speech. In other words, we "hear" the deaf children but we may have difficulty in "understanding" them. The social usefulness of speech for the deaf may then be measured by the extent to which the talker "deafens" the listener. Audiological techniques of speech audiometry are available to use to judge, if not to measure precisely, how well a person "gets along." It is likely we can use these tests as "talking" tests for the deaf. Here is a task to which zealous oralists may profitably apply their energies.

Our discussion of teaching speech to the deaf suggests the following guides to practice:

1. An environment must be created or maintained for the child in which speech is experienced as a vitally significant and successful means of communication. Oralism is as much an atmosphere and an attitude as it is a "method" of teaching.

2. Spontaneity of speech should be encouraged, but at the appropriate stage in a child's development formal instruction is necessary. Good speech in deaf children is not generated spontaneously. The Ewings (1954) say—

The plain truth is that a deaf child cannot ever achieve the highest standard of intelligible speech that is possible in his case without such help [formal instruction individually or in small groups].

3. The proper combination of the visual, auditory, tactile, and kinesthetic pathways should be exploited rationally and vigorously.

4. The syllable is a suitable unit for the development of articulation and of desirable temporal patterns in speech. Through its use, adequate coordination of parts of the speech mechanism is more likely to be achieved.

## 5. A functional system of orthography is essential.

6. Judicious correction of poor articulation, including individual phonetic elements, and of undesirable rhythm and voice quality is necessary if reinforcement of poor speech by acceptance is to be avoided. The teacher, in a sense, is the monitor of the child's speech and she needs to let him know how he can improve it.

7. Periodic and long-range evaluation of the social effectiveness of the speech of the deaf, even though it may not meet rigid scientific requirements, is useful for diagnosis and for educational planning.

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### WORKSHOP REPORTS

#### WORKSHOP I—INTERMEDIATE LEVEL (LOWER)

(Leader: Mrs. MAMIE REILLY, Troost School, Kansas City, Mo.)

(Recorder: Mrs. LILLIAN SHEIRY, Nebraska School, Omaha)

In the workshop discussion for speech at the intermediate level (lower), the following questions were discussed:

1. Would a standardized visual system of symbols benefit our schools?

It was agreed that there must be a consistency within a school. A standardized system would have disadvantages. Sometimes one system doesn't achieve desired results where another will. In some schools diacritical markings are introduced at the age of 9 or 10 years. These can be written on charts used by a school. Too many symbols tend to confuse.

2. How do we teach speech? In elements, words or total phrase approach? Can children handle new words with the phrase approach?

Eventually the words must be mastered. Faulty elements must be corrected and retaught.

3. Should children be stopped when they make mistakes?

To permit errors, bad habits become reinforced. Never stop children in the middle of a thought. Correct when corrections can be made quickly without detracting from others in the class.

4. In vocational classes, how much time should be spent on speech which is used in classes?

In some schools, vocational teachers hand necessary vocabulary to speech teachers. Some schools have special speech teachers.

5. Should speech teachers go to the classroom, or should children be taken from the classroom for speech instruction?

Speech development must be done by a trained teacher of the deaf. Speech therapists correct established speech and that applies to those children who have some hearing. Rhythm classes in conjunction with speech training are important.

6. How much time should be devoted to speech?

Much depends upon the size of class and school.

7. Why does speech deteriorate at the intermediate level?

Because the pupils become responsible for so much more that they can't cope with everything.

8. How can the program be correlated if there are rotating classes?

A strong supervising teacher pulls the school program together. In some schools, word lists are sent home in the children's letters. In turn, parents are advised to use the new words when writing to children.

9. How useful is speech socially?

Much depends upon associations. A great deal is gained from contacts, with hearing children. Deaf children are accepted in scouting activities, religious work, and in integrated classes. Speech is necessary if children are to mingle successfully with hearing children.

10. What do we do with children who can't achieve good speech?

A child who becomes shy and withdraws because of his speech, usually seeks out someone who can help him. Much depends on a child's personality. In some schools, pupils who can't speak are placed in classes where finger spelling is permitted for content subjects. A separate period is set aside for speech. Some authorities agree that not all deaf children can learn to talk because of physical or psychological difficulties. A child must be motivated to the point where he feels the need for speech.

11. How can we make a child more responsible for his own speech?

Teach them that they must depend upon speech. As the need arises, children use the speech which they have been taught. Insist upon parental cooperation. Praise the child for the effort he puts forth.

#### WORKSHOP II—ROTATING CLASSES

(Leader: Miss JANE T. PEARCE, Lexington School, New York, N.Y.)

(Recorder: KENDALL LITCHFIELD, New York School, White Plains)

A statement from Dr. Silverman's address set the theme for the rotating classes section of the speech workshop. "Poor performance is reinforced by the acceptance of poor speech" was the statement.

Specific topics for discussion by the group were suggested. The following four areas were selected for group participation:

1. The scheduling of speech in the rotating department.

2. A suggested speech program for this department.

3. Techniques and devices to stimulate interest in the use of speech.

4. The advisability of interrupting a child and correcting speech errors.

I. The first topic for discussion was the scheduling of speech in the rotating department. Specific schedules in the schools represented were discussed.

A. Seven of the schools follow a program similar to the Lexington plan. All teachers (7) in the department are trained speech teachers and are responsible for speech throughout the day. Each teacher also teaches speech to her homeroom class, a 40 minute period, the first in the morning. Children with specific problems are given individual tutoring also.

B. Three of the schools have one or more special speech teachers and classes are sent to them. One school (Riverside) stated that speech and physical education scheduling are correlated in the following manner: First semester, Phys. Ed. M.T.W., Speech, Th., F., second semester, Phys. Ed. Th., F., Speech, M.T.W.

C. Some problems that arise are as follows:

1. Children removed from content material classes or from regular speech classes for individual tutoring lose time from regular class work.

2. Part of the speech period, especially when scheduled first in the a.m., is often used for counselling or guidance.

**II. The second topic discussed was a suggested speech program.**

A. This question was posed by Miss Pearce: Does the teacher need to correct the child's speech, especially the elements per se, to too great an extent? The child is often capable of forming the proper sounds, yet frequently does not do so. This is a major problem.

B. The use of the Todoma method in the Rhode Island school was discussed with the observation being made that correction of elements per se has greatly lessened since its adoption some 6 years ago.

C. The great need for proper motivation on the part of the teacher, and for making speech interesting was stressed. Standards must be set high and strictly enforced, yet intelligently adhered to.

D. The need to integrate speech into the content material subjects was pointed out. As the child becomes older, he has more to remember. If language were automatic, speech quality would improve.

E. Specific areas to be incorporated into the speech program include:

1. Correction of elements, per se.
2. Phrasing, rhythmical patterns.
3. Accent.
4. Fluency.
5. Emotional interpretation.
6. Motivation and development of proper attitudes toward speech.

F. The child who reaches the rotating department with little or no speech fundamentals presents a great problem. Practical work, tutoring, and, most of all, proper motivation must be utilized in this case. Each case must be treated individually.

**III. Techniques and devices to stimulate interest in the use of speech. Some of those suggested and discussed were—**

1. Dramatization plays which may be original.
2. Choral reading or speaking.
3. Seasonal poetry.
4. Assemblies.
5. Popular songs, folk songs, patriotic and familiar songs.
6. Field trips.
7. Interscholastic athletics, pep rallies, cheering sections and leaders, etc.
8. Student council.
9. Speech clubs.
10. Awards and prizes presented at graduation.

**IV. The advisability of interrupting a child and correcting speech at the time of error. The following points were brought out in the discussion:**

1. This must be done with great tact.
2. When and how depends upon the individual child.
3. Do not stifle speech or enthusiasm of child in other areas.
4. Be careful of correction in front of peers or corrections which might be embarrassing.
5. From discussion of the psychological implications of stopping a child in the middle of a story or thought, it was the consensus of opinion that correction must be (1) consistent, (2) begun early in the child's school years.
6. Perhaps more drill is needed in the rotating department. Do we stop drill too early?

7. The teacher must make the child feel that he is interested in content as well as in speech production. He must not frustrate the child.
8. The atmosphere that the teacher sets is most important.

### WORKSHOP III—PRESCHOOL SPEECH

(Leader: Mrs. H. KOPP, director, clinical services in speech and hearing, Rehabilitation Institute, Detroit, Mich.)

(Recorder: Mrs. G. COOKE, Saskatchewan School, Saskatoon)

The following is a summary of our discussion:

1. The nursery school placement should be as homogeneous as possible with respect to chronological age, with development of maturation, hearing loss, etiology.
2. Goals for the nursery school program will vary as will methods with: residential or day placement, hearing loss, speech development prior to school, homogeneity of the group.
3. Either parents or housemothers, and the psychologists and social worker should be a part of the team working with the nursery child.
4. The ideal situation would utilize a trained nursery teacher with a speech and language teacher to work with small groups or individuals. The speech and language teacher should not be expected to work with more than a total of 12 children.
5. The major goals for the first year would be: diagnostic teaching to evaluate child and to determine his needs; development of receptive language; the participation in learning and group activities; retention of speech previously developed; a continuation of babbling and vocal development.
6. Prevention of voice and articulation defects by making sure that respiration is not distorted, that teacher and child are relaxed.
7. Development of desire to communicate by accepting all spontaneous speech and choosing vocabulary realistically to meet child's needs and in consideration of vocabulary used by hearing children of comparable age.

### WORKSHOP IV—METHODS AND MATERIALS USED IN TEACHING SPEECH IN PRESCHOOL AND KINDERGARTEN

(Leader: Miss ELIZABETH TITSWORTH, New Jersey School, West Trenton)

(Recorder: Mrs. DORIS DE LONG, California School, Riverside)

Our discussion was pointed toward methods and materials used in teaching speech in preschool and kindergarten.

It developed into asking these questions:

1. What are we specifically trying to accomplish, in other words, what are our goals?

2. What are the approaches to beginning speech work?

Our goals set were—

- I. An awareness of speech;
- II. A desire to communicate;
- III. A (desirable) atmosphere;
- IV. A willingness to imitate;
- V. A pleasing voice;
- VI. Concepts of speech on child's part;
- VII. Understandable speech; and finally

VIII. Parent training is a definite part of a speech program for any preschool or kindergarten.

I. Awareness of speech:

(a) Talking atmosphere:

1. At home and school.
2. Hearing nursery school.

(b) Use of TVA method.

(c) Direction of awareness by—

1. Experiences with sounds.
2. Use of auditory training:
  - (a) Usual listening.
  - (b) Records.
  - (c) Sound movies.
3. Use of pictures.
4. Use of drum, piano, etc.

II. Desire to communicate (leads to *satisfaction* on child's part):

- (a) Show and share—illustrations, notes, toys, surprises, etc.
- (b) Acceptance of child's attempt by adults.
- (c) Use of speech to fulfill a *need* on child's part as: Come, up, push, move, etc.

III. Desirable atmosphere created by—

- (a) Understanding of child by teacher.
- (b) Individual speech periods: (1) Length of speech period varies with child's age and adjustment.
- (c) Guidance of child into adjustment.
- (d) Interesting games, pictures, snapshots, etc.
- (e) Experiences for repetition of words.

IV. Willingness to imitate developed by—

- (a) Imitating others—games, dramatic plays, finger games, hand puppets, etc.
- (b) Relaxed teacher-child relationship with praise through:
  - (1) Incidental speech.
  - (2) Regular speech periods.

V. Development of a pleasing voice by—

- (a) Relaxed teacher leads to a relaxed child:
  - (1) By games, color method.
  - (2) By keeping on child's level.
- (b) Babbling and nonsense syllables.
- (c) Tongue exercises.
- (d) Breathing exercises—sustained voice.
- (e) Voice building with piano.

VI. Concepts of speech means:

Understanding, meaningful speech to the child:

1. Activities to bring about repetition of speech.
2. Vicarious experiences.

VII. Understandable speech developed by—

- (a) Working toward phrasing.
- (b) Accepting one word; later phrases for 3-, 4-, 5-year-olds.
- (c) Developing rhythmic speech.
- (d) Using any successful system that will get results from individual children.

VIII. Parent training:

The particular situation of a school system will determine the type of parent program used:

- (a) Once a week.
- (b) Bimonthly.
- (c) Monthly.
- (d) Workshops of a week, once a year.

Problems of parent education:

- (a) Bilingual homes.
- (b) Parents attendance at meetings.

Parents' adjustment:

- (c) Parents' understanding and acceptance of problems.
- (d) Helping parents to face their problems and meet together for discussion groups.

#### WORKSHOP V—SPEECH PRODUCTION AND CORRECTION

(Leader: JOSEPHINE CARE, supervisor of speech and hearing, New York School, White Plains)

(Recorder: MABEL GULICK, Kansas School, Olathe)

Our group met and discussed the problems of (1) speech production and correction and (2) speech intelligibility.

In discussing speech production and correction, the group spent some time first in analysis of some of the disorders of voice, and members gave various suggestions and techniques which they had found helpful in the correction of these defects: Nasality, pitch, breathiness, volume. Various source materials were also suggested to the group.

Some time also was spent in the discussion of the reinforcement of good speech patterns and the improvement of faulty speech patterns. It was felt by the group that correction of speech errors should be made as soon as possible after the mistake has occurred, but in such a manner and at such a time so as not to destroy a child's spontaneity and enthusiasm for communication. It was felt that the teacher should use discrimination in deciding when to correct an error in speech, but that the errors should be corrected.

It was felt, also, that it is the teacher's responsibility to accept at all times only the child's best efforts at communication; but it is also the teacher's responsibility to provide opportunity for the improvement of his communication skills.

We discussed various techniques of utilizing every sensory avenue available to the deaf child in the development and correction of speech, and members suggested techniques and materials which might be helpful in utilizing the child's sense of sight, touch, and hearing.

The group discussed the spontaneous speech production of young deaf children, and it was felt that it would be helpful for the teacher to utilize the sounds which the child is using in spontaneous vocalization as a point of departure in his speech program.

In discussing speech intelligibility, the following question was used as a starting point: "Do you believe that every deaf child can acquire intelligible speech?" The group felt that certain terms in the question should be defined before any answer was formulated.

- (a) A deaf child was defined as one who has a loss of 80 decibel, or greater; and who has no major handicap other than deafness.
- (b) The group felt that the criteria for intelligible speech vary with the age and background of the child; but as a long-range goal, we would hope to have as a criterion for intelligible speech, the ability of

the individual to communicate with everyone with whom he comes in contact in his daily life and to be understood.

It was felt that the following limiting factors influenced the final intelligibility of the speech of the individual:

1. Age of onset of deafness.
2. Age of child when speech training began.
3. Intelligence of the child.
4. Atmosphere and environment in which the child lives.
5. Personality of the child.
6. Motivation for the use of speech.
7. Enthusiasm and skill of the teacher.

In spite of the above limiting factors, the group felt that the goal for every deaf child should be intelligible speech; and it is the responsibility of all of those who come in contact with him to create an atmosphere in which this goal can be reached.

#### WORKSHOP VI—PRIMARY SPEECH

(Leader, Mrs. J. S. ALLEN, New Jersey School, West Trenton)

(Recorder: Miss EVELYN SHELLGRABIN, Mary E. Bennet School, Los Angeles, Calif.)

The first facet of speech discussed was "Speech Production and Atmosphere."

The group decided that the main factor in obtaining good speech production was to establish the *desire* to communicate. This leads to a more relaxed, fluent speech.

The group agreed that in order to communicate, we must have *motivation*. The following means of motivation were suggested:

I. Classroom motivation:

- (1) Play activities are a good means of creating a relaxed atmosphere and, therefore, relaxed and spontaneous speech.
- (2) Teacher attitude toward speech must be positive. Facial encouragement is extremely important in reinforcing speech effort.
- (3) Teachers should make use of any attempts at speech and consider individual differences and abilities of the children.
- (4) Teachers must remember that imitative speech precedes correcting of articulatory errors.

II. Motivation by reinforcement from outside the classroom:

- (1) The following suggestions were made for motivation of speech in the dormitory situation:
  - (a) Asking the housemothers or counselors to send or bring in news from the dormitory.
  - (b) Have visiting days for counselors so that they are aware of what the children are capable of doing in the classroom and what their speech abilities really are.
  - (c) Convincing the counselors that speech is an important part of the children's mental development.
  - (d) Guidance by principals or supervising teachers at scheduled meetings to train them in helping the children communicate orally.
- (2) The following suggestions were made for motivation of speech in the home:

- (a) Well organized parent associations are valuable in making parents aware of their part in the development of their child's spoken language.
- (b) Encouragement of classroom visits by the parents.
- (c) Frequent conferences with parents will help keep parents aware of child's progress and speech needs.
- (d) Parents should be encouraged to take pride in their child's efforts to talk in public.

#### METHODS OF TEACHING SPEECH

The group agreed that we should accept imitative speech in very young children, but by age 6, we should persistently work toward accuracy in speech.

Some suggestions were:

1. To let the child express his thoughts. Then give him, through imitation, the correct form. At a later time, work on correcting specific errors.
2. Teacher-child rapport is very important in creating a receptive attitude toward speech correction.
3. Short, daily periods of individual speech work are more valuable than less frequent, longer periods.
4. Some activities suggested to occupy children while the teachers are doing individual speech work: Written work which was introduced earlier in the day; practice of writing; free choice of activities such as coloring, clay, painting, dramatizing stories, puzzles, toys, etc.

We emphasized that good, independent work habits among the children are essential.

Sources of help in supervision to permit an uninterrupted speech period: Volunteer help, such as parents, older deaf girls as part of child care program, community social workers, and college students if there are some nearby (a good way of recruiting teachers, too), combining classes to permit one teacher to supervise and one to tutor.

Group speech work is an important part of each day's program also.

At the primary level it is not advisable to have a special outside speech teacher except for correcting a particular speech difficulty in a child.

The use of the piano for rhythm and phrasing in speech is helpful if it is speech related. A progressive program is necessary to make this work. It must be correlated with the classroom program.

Auditory stimuli should always accompany specific speech work.

#### WORKSHOP VII—PRIMARY

(Leader: Miss HATTIE HARRELL, director, Tucker-Maxon Oral School, Portland, Oreg.)

(Recorder: Mrs. MABEL DE HAVEN, Kansas School, Olathe)

Our group discussed speech production.

##### *I. Development*

Preschool child: In early preschool the teacher accepts any speech that the child gives in order to encourage the child to talk. However, the teacher repeats the sentence or phrase in correct speech.

Means of development suggested were:

Vocalizing.

Babbling.

Approximating speech.

Later when the child is old enough, the teacher presents some specific training in speech by whatever method the teacher can get the best results with the given child. In all the training, use all avenues of approach.

We all agree that we need reinforcement. We reinforce continuously if child allows and time permits; if not, take notes of errors and correct during a speech period.

Quality and how to improve it: We gain voice quality by—

Blowing and breathing exercises.

Tongue gymnastics.

Vibration or facial at piano, guitar, drum.

Some have found help from machines such as the Chromovox, Oscilloscope, Chromolizer.

Intelligibility may be improved by phrasing, accent, rhythm, and accurate elementary speech positions.

Motivation—

In the classroom.

Outside the classroom.

Motivation of speech in the classroom is best gained by teacher who loves the children, loves her work, and is convinced that speech is essential.

We gain this by making speech *purposeful* and *enjoyable*. Trips and dramatization are fun for the child and furnish him with understandable subject matter about which he may talk. The teacher should require speech for the child's needs within the classroom.

Speech on the outside is gained by (1) cooperation between teacher and houseparents; (2) children's participation in hearing groups, such as Scout, 4-H, and Sunday school.

By all means the teacher and the child's own parents should work together on speech. The parent must be convinced that the child must be held up to his best speech at all times. In order for the child to take his place with his neighbors, the neighbor children and their parents must understand his problem. In fact, we *all* need to be alert in educating the public that the deaf child is a normal child who does not hear.

#### WORKSHOP VIII—ADVANCED CLASSES

(Leader: Mrs. MAXINE LANGLEY, Kansas City, Mo.)

(Recorders: Miss CLARA HAMEL, Rochester School, New York; LEWIS MAYERS, Oregon School, Salem)

The following questions were discussed:

1. Can all deaf pupils be taught speech that is intelligible to a person unfamiliar with the deaf? Why?

Eight out of the 12 present felt that they could not.

In the afternoon session, it was asked why they couldn't. Several expressed opinion based on their experience that speech had not been taught. It was brought out that better diagnosis was needed and

that perhaps failure was due to other handicaps and not deafness itself.

2. Could school policy be the reason for lack of emphasis on speech?
3. To what extent do pupils use speech outside of the classroom and how do we encourage them to use speech?

Home and community policies make a difference.

Keep the parents aware of what the child knows.

Treat the child normally.

Public relations need to be improved.

Service organizations should be interested.

Publicity—the successes of those with hearing losses is valuable.

Parents of deaf children should have continued education of the needs.

4. Should time be scheduled for speech at secondary level?

It was agreed, without opposition, that time should be scheduled regularly for speech; but there was no certain amount of time suggested.

All pupils should at all times be urged to speak to the best of their abilities. People should let them know when speech is poor, but not so as to discourage the use of speech. Formal correction to be done during regular speech classes and at any other appropriate time.

#### WORKSHOP IX—SPEECH FOR HARD OF HEARING

(Leader: Miss LUCY MOORE, Michigan State University)

(Recorder: Mrs. GERTRUDE HODGES, Kansas School, Olathe)

The group discussed the following:

1. Basic analysis of speech as a spring board.
2. Analysis of child's total needs—good language is an integral part of good speech.
3. Responsibility beyond the classroom.
  - (a) Parent training.
  - (b) Public school teacher training.
4. Making use of available bulletins.
5. Having more workshops and "in-service" training.
6. Different methods of speech training.
7. Special help to teachers working with integrated classes.
8. The importance of pretraining rather than emphasizing failures.
9. Upgrading programs for training teachers of the hard of hearing separate from teachers of the deaf.
10. Need for careful psychological approach (the hard of hearing have more of a psychological adjustment than the deaf).
11. Orientation in the use of hearing aids (along this line the group was privileged to see the excellent material shown by Mrs. Dorothy Pickett, of Michigan).

WEDNESDAY, JULY 1, 1959

## SECTION ON DEAF TEACHERS

Ritter Hall, No. 4—Section leader: Mr. Mervin Garretson, head teacher, Montana School, Great Falls

9-10:30 a.m.

Panel discussion: Mr. Edward Scouten, moderator.

Participants: Mr. Lawrence Newman, Mr. George Propp, Mr. Harry Scofield, Mr. Grover Farquhar, Mr. W. T. Griffing, Mr. Fred Murphy.

10:45-11:45 a.m.

Morning session of deaf teachers' workshops.

1:15-2:15 p.m.

Afternoon session of deaf teachers' workshops.

2:15-2:45 p.m.

Workshop participants and recorder formulate report.

3-3:45 p.m.

Section meeting to summarize workshops.

(Panelists will be workshop leaders.)

## DEAF TEACHERS' PANEL

(EDWARD L. SCOUTEN, moderator, Gallaudet College, Washington, D.C.)

(Panelists: LAWRENCE NEWMAN, California School, Riverside; GEORGE PROPP, Nebraska School, Omaha; HARRY SCOFIELD, Ohio School, Columbus; W. T. GRIFFING, Oklahoma School, Sulphur; FRED MURPHY, Kansas School, Olathe)

Mr. Scouten suggested that we divide the questions for discussion into two groups (1) those concerning educational and curricular problems, and (2) those related to counseling and guidance problems.

Question 1. What role should sign language and finger spelling play in the classroom education of the deaf?

It was the feeling of the panelists that the primary requisite for any form of education is the establishment of a satisfactory and understandable means of communication between the teacher and the pupil. Otherwise goals in language, reading, speech, and other areas cannot be reached in the learning years of a deaf child.

Inasmuch as the sign language and finger spelling provides the most visual and unequivocal means of communication for the deaf child, it should follow that this method should be fully utilized in the classroom along with speech and lipreading.

Teachers should teach the children how to use signs and finger spelling properly, because the improper use of this communicative tool can retard language development. It should be pointed out, however, that speech and lipreading can also result in distorted language development where key words and articles are often missed.

Signs and finger spelling should be taught and used with the aim of providing "straight language."

Question 2. Should the teaching of correct signs and finger spelling be made a part of the curriculum, just like speech and lipreading?

*a.* Before this question could be answered, it would be necessary to clarify the distinction between finger spelling and signs. Many people confuse signs with finger spelling and vice-versa. Once this distinction could be made clear, the idea of making finger spelling, at least, a part of the curriculum could be sponsored and sold to the public by Gallaudet College and the National Association of the Deaf.

*b.* Even in an oral school, where signs and finger spelling are not permitted, the children will make up their own signs, or gestures, as the oralists call them. Correct use of the signs and finger spelling certainly will contribute to language development.

Question 3. What are the contributing factors in the language retardation of deaf children and how can it be corrected?

1. Lack of a satisfactory means of communication (speech and lipreading alone, as now used in the primary departments, result often in frustration and loss of rapport between teacher and pupil).

2. Lack of the use of language itself.

3. Inability to receive language from TV, movies, parents, houseparents, hearing friends, radio, etc. (normal channels).

4. Language development among the deaf entails hard work. Lack of motivation on the part of the teacher is a contributing factor, and the child becomes lazy and indifferent if not properly motivated.

5. All panelists agreed that motivation is probably the greatest single factor to be considered in language development.

6. The teaching of language should be a total school program, and all teachers in all subjects should work toward better language, and not just leave it to the language teacher. Counselors are of great importance in carrying out this overall work, as well as the school janitors, cooks, maintenance men, etc. \* \* \* all should use language when talking to the children, not just a single, expressive sign as "Me tired," or "Where go." They should spell out and sign in straight language at all times all over the campus and require the children to do likewise, whether orally or manually. One hour of language teaching is often lost in 4 hours on the playground.

Question 4. How can reading and composition be made attractive to deaf children?

Many experts try to break reading into many parts, and this destroys interest. Reading should be taught as an overall process. When you show a child a frog it is more meaningful than to take the frog and dissect it all up, then show them a leg, a lung, a back, and so forth. Books should be made available everywhere, in the dorms, playrooms, classrooms, libraries, and should be readily available, not restricted by permissive necessities, time, limited access and other such restrictions.

Question 5. What is the responsibility of the school in the area of sex education?

It should be taught, not necessarily under the heading of "Sex Education," but as an integral part of the health, hygiene, personality development and sociology series. The children discuss sex among themselves, anyway, so it should be introduced by the teacher in a wholesome, clean and casual manner. When no great fanfare is made about it, no one, including the parents, is aware that sex as such is

being taught. We do not ask permission to teach algebra—perhaps if we did, some parents would object to it just as vigorously. Treat it as any other subject in a casual and matter-of-course manner.

### DEAF TEACHERS' PANEL

#### ADAPTING TV QUIZ PROGRAM TECHNIQUE TO THE CLASSROOM

(Mr. FRED R. MURPHY, teacher, Kansas School, Olathe)

Everybody enjoys watching quiz programs on TV, and many have wished that they could be a contestant on one of them. The rich prizes offered are inducement enough.

Quiz programs are designed to stimulate thinking and this happens to be just what we want to see more of in the classrooms. Unless the teacher is respected and liked by his students, and unless he is able to hold their attention during class periods, his classes will hold little or no attraction for his students—in short they will be regarded as skull drudgery by the hapless students.

TV quiz program techniques will work just as effectively in the classroom as they do on the television screens. Of course we cannot offer such expensive prizes as are commonplace with most TV quiz programs, but the prize we can offer is far more valuable. It is simply education.

Perhaps you are beginning to think of gaudy isolation booths, IBM sorting machines and perhaps briefly clad feminine assistants as part of the setup for staging quiz programs in the classroom. I have been able to adapt the "Tic-Tac-Dough" quiz program for use in my classroom without all these extra frills.

Equipment needed consists of a large backboard divided into nine squares—three rows of three squares each. Nine markers are provided on which a "X" has been painted on one side and an "O" on the other. Each marker has a hole at the top so that it may be hung on hooks in the squares of the backboard. The squares of the backboard are numbered from 1 to 9 to make it possible for the contestant to indicate which square he is trying for before being asked a question.

Competition may be either on an individual basis or between teams of any number of students. A correct answer entitles the student to place his marker on the backboard while an incorrect answer, of course, denies him this privilege. The winner is the individual or team that first gets three markers horizontally, vertically, or diagonally on the backboard.

I have used this game with "flash" cards to teach new words. Either the meaning, spelling or use of the words can be taught, and quizzes, either specific or general, take on new interest when this game is used. My 6C class which came to me last fall with a noticeably weak vocabulary has added some 600 or 800 new words to their vocabularies through the use of this game. On one occasion they challenged the senior class and bested them two out of three in a word meaning contest.

Anyone with an inventive mind can adapt his favorite TV quiz program to classroom use. My students have never tired of using this game and have made it necessary for me to restrict its use to once a week in order that I may have time to teach them their regular lessons.

The spirit of competition that the use of this game has created has made many of my students dictionary conscious. As a further encouragement to use the dictionary I have often entered the games and permitted the students to select words for me to define at random from the dictionary while they are given the words which they are learning to use.

By the use of TV quiz techniques I am positive that a new and desirable concept will develop and this is "Education Is Fun." It is worth trying.

#### DEAF TEACHERS' PANEL

(FRED R. MURPHY, teacher, Kansas School, Olathe)

##### RE: IS THE USE OF STANDARDIZED TEST FORMS FAIR TO THE DEAF?

It is a foregone conclusion that the language problem is the greatest hinderance to the deaf in any form of examination. Allowance for this is made by certain traffic authorities in giving examinations to the deaf in connection with issuing drivers' licenses and the Federal civil service has made provisions that give the deaf a more equal chance in taking examinations for civil service positions. The fact that some schools for the deaf, if not all, continue to use standardized tests in determining grade placement without compensating for the language deficiency of the deaf provokes the question of whether or not this procedure is discriminatory.

Standardized test forms are designed by persons who have no knowledge of the deaf and consequently do not make provisions to compensate for the language deficiency of the deaf. As a result, the wording of these tests is often beyond the understanding of the average deaf student and sometimes only vaguely understandable by the most gifted deaf student. This is not confined to the test itself but is present in the instructions preceding each part of the test which the student must read. If the student does not understand the directions how can he be expected to make a creditable score?

Persons who participate in bowling or golf for recreation would not think of competing against superior opposition without being given a compensating handicap. Perhaps many in the audience indulge in these forms of recreation—with handicaps demanded wherever necessary—yet when you place your deaf students in competition with normal students via standardized tests you give no thought to the fact that they too deserve a handicap to even up competition.

To be fair to the deaf student he should be given tests designed with him in mind. His education has been conducted along lines adapted to him and to ignore this in testing him precludes any possibility of obtaining a fair grade placement. If it is not at all possible to provide suitable test forms for the deaf, it seems to me that in order to be honest and fair to the deaf student, allowance for his language deficiency should be made before any attempt at grade placement is made. In doing this the deaf student will not be unjustly penalized for something for which we teachers are responsible as much as the student himself.

I have since learned that a study is being made using the Metropolitan Tests to establish norms for the deaf. This is, I believe, a step in the right direction, but I still feel that a lot of reforms are still

necessary in connection with the use of standardized test forms. Some of my students have told me, after taking these tests, that they have resorted to guesswork when the instructions were not altogether clear to them. Perhaps this condition is usual and accepted by most but it seems to me that if we are trying to improve our educational methods we should at the same time improve our system of evaluating the results.

#### DEAF TEACHERS' PANEL

(FRED R. MURPHY, teacher, Kansas School, Olathe)

Re: Reading (G. C. FARQUHAR, teacher, Missouri School, Fulton)

I am mindful of the old saying, "You can lead a horse to water but you cannot make him drink." It therefore follows that you can lead a deaf child to the library but you cannot make him read—unless he is thirsty for reading.

I am a teacher of social science not reading and I deplore this lack of reading by our students because it subtracts from the benefits possible from social science courses, as well as others, that might accrue through supplemental reading.

Hearing boys and girls at home usually have unlimited access to books. If they do not have the books they need in their homes they can, in most cases, go to the nearest public library for the books they need. I do not know how other schools are set up in respect to library facilities but I will wager a guess that few libraries, if any, are available for use after the school building is closed and locked for the night. This is the time when the students need such facilities. Do we have teachers who are willing to return to school for an hour or two after dinner so that library facilities can be made available to the students? I just wonder.

Another factor that precludes intensive reading, in my opinion, is that there are sometimes too many extracurricular activities so that time for reading—and studying as well—is limited.

If we wish to encourage reading I think we should first be sure that proper preparations are made which should include—

1. Access to the library during study periods.
2. An enforced reading period at which absolute quiet should be enforced and faculty supervision available.
3. A written report in brief turned in upon completion of reading a book with extra grade credit given for satisfactory compliance. This could be a part of either the literature, reading, or English courses.
4. The keeping of libraries up to date and the cataloging and classification of books so that they can easily be located.

#### DEAF TEACHERS' PANEL

(FRED R. MURPHY, teacher, Kansas School, Olathe)

RE: SCIENTIFIC EDUCATION

The latent possibilities of the deaf in the field of science bears investigation in view of the fact that instances wherein certain deaf persons have entered the research field are being noticed more frequently now than in the past.

During World War II many deaf people held down technical jobs in defense plants successfully with little or no prior training. For the most part their successes were attributable to personal interest in a certain field plus an overall determination to make good.

At this time we are in a period of dynamic change and it is quite possible that the future will continue along these lines. Scientific education has been stepped up to meet this challenge and in all fairness to the deaf it is my opinion that we should keep in step.

It is quite unlikely that there will be many scientific geniuses among the deaf but this should not deter science teachers from striving to do better than in the past. It may be productive of good results in the long run if more emphasis could be placed on individual projects. When group projects are stressed individual initiative is suppressed. The natural inquisitive mind of the deaf is capable of producing surprises when called upon to function in an experimental or research capacity. Then, there is the possibility that now and then a project worthy of entry in the popular science fairs may develop. The scholarships offered in this connection are worth the effort.

At any rate the deaf students will not be too far behind others with respect to scientific knowledge and this in itself is the goal that teachers are always striving for.

#### DEAF TEACHERS' PANEL

(FRED R. MURPHY, teacher, Kansas School, Olathe)

#### RE: SCHOLASTIC ACHIEVEMENT

It has occurred to me that possibly there has been a tendency to overemphasize athletic competition between our schools. This is justifiable in view of the financial returns that accrue to the school's athletic funds.

In line with this it is my thinking that if it could be made possible to schedule competition between our schools at the scholastic level in such events as debate, literary, or writing contests in prose or poetry, then the "intelligentsia" of our schools could gain recognition and possibly an inducement provided for others to try to attain scholastic proficiency with the knowledge that their efforts will be rewarded.

All schools have awards to be made each year to outstanding students in scholastic competition and this is good. But to be honest, do these awards approximate those offered for athletic competition in size, type, or importance attached thereto? It seems to me that sometimes too much importance is attached to athletic awards. I have read of some hearing schools offering school letters for scholastic excellence. This idea might be worth trying in our schools.

By all means the importance of scholastic awards should be raised up out of the commonplace to which they seem to have fallen. The brilliant student, whether or not he or she is of the athletic type, should be given appropriate recognition which should be of greater significance than athletic awards.

I venture the suggestion that membership in the National Honor Society should be made available wherever possible in our schools. This is a highly respected and sought for honor in the majority of hearing high schools all over the country.

After all, our schools exist to provide education and not as athletic proving grounds. Therefore scholastic attainment should be given its due recognition. This will require coordination at the administrative and teaching levels—it can be done.

### DEAF TEACHERS' PANEL

(FRED R. MURPHY, teacher, Kansas School, Olathe)

#### FOR PANEL DISCUSSION RE: MR. GRIFFING'S QUESTION OF THE NEED FOR A WHOLESOME SEX COURSE

In connection with Mr. Griffing's suggestion that there is a need for a wholesome sex course, I would like to tell of our experience with such a course at the Kansas school.

Our sophomore class completed its civics textbook (begun the year before) in January and I did not wish to start them immediately on another textbook which would be only a repetition of what they had already studied. A conference with Mr. Lloyd Parks, our principal, resulted in the adoption of an interim course which we called mental hygiene.

This was, in reality, a camouflaged sex course.

No text books were used but lessons were prepared with the Scott-Foresman health and mental development text "Teen-Agers" as the basis. These lessons were especially slanted to the angle of the deaf and were reproduced by spirit duplication. Each student was provided with a folder in which he inserted the lesson pages as they were distributed so that at the end of the course the student had a "make-shift" textbook to keep for possible future reference.

In this course the physical and emotional changes during growth were explained. Emotional behavior, personality, maturity, puberty, adolescence, boy meets girl, marriage and the family were some of the subjects discussed. At intervals the class period was turned into an informal discussion period in which the students were urged to bring out their questions and problems for discussion.

The students were given to understand that they might ask any question they desired. I believe that the fact that the course was called mental hygiene contributed to keeping class discussions on a high level. Only at rare intervals was the sex angle actually brought up and when this occurred no attempt to avoid discussion was made but care was taken to give straightforward answers. The boys and girls in this particular class were an exceptionally bright group and as far as I know appeared satisfied with the answers given. I have children of my own and I have answered these same questions for them therefore I can see no harm in treating my students the same as I would my own children for I know that if I do not give them the right answers they will get the wrong answers somewhere else.

I am sure that the students were interested in the course for often they would remain quietly seated as I lectured past the end of the period and the next class would be lined up outside the door waiting for someone to tell me the bell had rung.

It is not my position to gage the results of this course but I have been told by Mr. Parks, our principal, that he has noticed a change for the better in the behavior of this group of students and one of the

boys' supervisors once asked me what I had been teaching because he had noticed a change for the better in their conduct in the dormitory.

I would like to quote from some of the themes that were written by members of this group as their final examinations:

I thought at one time that I would run away from home because mom was always whipping me when I was mean to my little sister but now I feel silly and know that I belong to my family. I am happy.

Now I know that my parents love me and I am happy to be in school.

Some young boys and girls smoke just to show off and prove to their parents that they are adults. This is wrong.

Our parents are right in everything.

I have learned to understand the changes that happen as we grow up. I also understand that we must keep our minds and bodies clean all the time. Nobody ever told me the things you have and I am happy that now I know and understand.

From my own experience in teaching this short course I am thoroughly convinced that such a course has a place in each school's curriculum. We are planning to make this a permanent addition to our curriculum at Kansas and have selected William C. Menninger's book "Blueprint for Teen-Age Living" as our textbook. This is not a regular textbook but its method of presentation suits our needs for the present.

#### SUMMARIZATION OF PANELISTS' DISCUSSIONS

##### *Sign language*

1. For preschool children signs are valuable because children get and use ideas from signs even when they don't know the words for them.
2. All ambiguous words should be spelled manually instead of signed.
3. Signs are to the deaf as Braille is to the blind.
4. More and better public relations necessary.
5. Sign language needs to be improved, and used more carefully.
6. Correct use of the sign language in conjunction with finger spelling can result in correct English usage.
7. Signs can be defined as visual pictures in the air, just as lipreading is a more condensed visual picture.
8. Sloppy use of the sign language by the adult deaf does nothing to help its stature as an educational and communicative tool.

##### *Reading and language*

1. Just as the normal hearing child gets most of his vocabulary out of school, and comes to school with an acquired vocabulary of 2,000 or so words from communication, the deaf child needs proper communication channels during preschool and primary years as well as during his older years.
2. Deaf children are not lazy, just not properly motivated.
3. Teach reading as a simple activity, not by the sum of its various technical parts.
4. Tell stories of high interest to create a desire on the child's part to "find out for himself." Provide books and reading matter everywhere and all the time.
5. The teacher is primarily a resource person, not a drillmaster or a technical dissector of the various forms of reading and language methodology.

6. Teach reading and language by practice and application, and give the application in huge doses. Don't underestimate the deaf child.

7. Counselors should have a reading or story telling hour every night or every other night, and tell their children fairy stories, tales of fantasy, mystery stories, legends and myths, in an informal and interesting way.

#### WORKSHOP REPORTS

##### WORKSHOP I—EDUCATION AND CURRICULUM

(Leader: HARRY SCOFIELD, Ohio School, Columbus)

(Recorder: JACK HENSLEY, Texas School, Austin)

###### *I. What is the role of signs in schools for the deaf?*

(A) Assemblies, lectures, church services and other facets of school life are an important part of the child's education. In these occasions, the speaker must communicate to his audience over a greater distance, hence signs may be regarded as the loud speaker or public address system of the deaf.

(B) Signs, as defined as drawing pictures in the air, present content in a much quicker way than any other communicative method.

(C) They help in the differentiation between word connotation.

(D) It is used intensively outside of the classroom. Much fault lies in the failure of houseparents, counselors, and even teachers to give the finger spelled word for the sign. Many fail to use the sign language in proper grammatical sequence, and to require the same from the children.

(E) The group felt that there was an undue loss of time (approximately 1 to 2 years) in the education of the deaf child in the preschool department due to emphasis on the teaching of speech without content presentation. When it is decided that a child is unable to progress under the oral method, he is transferred to the manual department and more time is consumed in helping him adjust to the change and in content presentation. It was proposed that we ask for superintendents' help in considering the use of the simultaneous method during preschool years.

###### *II. How can reading be made attractive?*

(A) The group agreed that individual instruction was best, but not always possible. Interest (individually or in groups) could be built up in the following ways:

1. Select stories along the children's interest level, or stories based around his own environment and experiences.

2. Use visual aids and other equipment such as filmstrips.

3. Story telling, i.e. telling the first part of the story, stopping somewhere along the way and allow their curiosity to compel them to find the ending by reading by themselves.

4. Invite pupil participation, i.e. dramatizing, having one pupil tell the story to the class in turn as new stories come up.

5. Have supervised reading periods of free reading each day without the formal atmosphere of classroom procedure.

(B) A member of our group reminded us that one of the reading workshop groups felt that more books should be written by people associated with the deaf.

*III. Should the teaching of signs and the training in finger reading be made a part of the school curriculum as are speech and speech reading?*

The answer was yes—

1. To develop correct usage.
2. To present content to the child. It is a quicker and more reliable means of acquisition to a store of information impossible by any other communicative method.
3. It has value in the teaching of public speaking, the rendering of poems and songs, in plays and theaters, and is the language by which they may communicate among themselves in a relaxed and more informal atmosphere.
4. It was felt that schools should educate parents and acquaint them with the educational values of the sign language, and tell them the truth—that the school does try to teach speech, but that it is not the only way to learning.

**WORKSHOP II—COUNSELLING AND GUIDANCE**

(Leader: HARRY SCOFIELD, Ohio School, Columbus)

(Recorder: JACK HENSLEY, Texas School, Austin)

**I. What is the responsibility of schools in the area of sex education?**

All agree that schools should have some program for education in this area and that it should be a wholesome course of study, and that it should be given another name.

**II. What is the school's responsibility in developing correct social attitudes regarding (a) manners and mannerisms, (b) appearance, (c) alcohol, (d) peddling.**

(a) Use the constructive approach in correction. This can be done by all personnel, with the especial help of hearing personnel in making them aware of their guttural sounds and scuffing feet (vocal noises).

(b) Teachers and houseparents can help by setting the example, and by making them aware of their peers. In the case of poor children, some effort will be needed to help the child achieve this goal.

(c) Physical education instructors and coaches can help by comparing it with tobacco, explaining that it is permissible, to be used moderately, and explaining its side or ill effects. Acquaint them with laws, statutes, etc.

(d) Vocational teachers can help much in this area by giving instruction in job application, and character building by stressing the need for honorable occupations. The facts of earning possibilities, retirement, benefits, and locality (home life) of an occupation as compared to peddling should be brought to light.

**III. School assemblies, treating each as an individual topic, and having the whole school work on it as in the CORE method is a practical approach to the problems.**

## WORKSHOP III

(Leader: MARVIN WOLACH, New Mexico School, Santa Fe)

## I. SIGN LANGUAGE

1. A feeling that the use of sign language has to be "sold" to the parents.
  - (a) Upgrade the status of the sign language.
  - (b) Educate the public and the authorities.
  - (c) Take the mystery out of signs.
  - (d) Use of information booklets.
  - (e) Use of objective evidence.
  - (f) Source material: "The Study of Preschool Education" (a case study) University of Illinois Press, Urbana.
2. The teacher can teach correct signs in the class. No need of a special class for it.

## II. SEX EDUCATION

1. Feeling that it is desirable and needed.
2. Make it a part of the school curriculum, using standard texts on mental hygiene. Teachers should approach it as a natural phenomenon.

## III. COUNSELING

1. Agreement that the counselor is responsible for the personal, social, and educational development of a child.
2. What can be done?
  - (a) Make the position desirable through—
    - (1) Better salaries.
    - (2) Better working hours and conditions.
    - (3) Professional recognition.
  - (b) Set up a counselors' section at conventions.
  - (c) Upgrade professional standing through inservice training.
3. Qualifications of a counselor:
  - (a) Must be able to communicate with the children.
  - (b) Have an understanding of child development.
  - (c) Set a good example to the children.

## WORKSHOP IV

(Leader: LAWRENCE NEWMAN, California School, Riverside)

(Recorder: LARRY STEWART, Arkansas School, Little Rock)

- I. What is the role of the sign language in a school for the deaf?
1. Signs should be used to help children differentiate between persons, places, and things.
2. Schools should include a sign language class in their teacher training program.
3. Teachers opposed to signs and finger spelling could be motivated to learn signs and finger spelling by having another teacher, using a friendly approach, to explain the advantages of the knowledge of signs and finger spelling.
4. Counselors can build a better rapport with children if they are able to communicate clearly. Students can learn more and will have respect for their counselor.

5. Get the local PTCA interested in promoting publicity for the advantages of using sign language and finger spelling at home.

6. Proper instructions in the use of sign language can help deaf children with language development.

7. Interested teachers can publicize the advantages of signs and finger spelling by asking NAD for leaflets and pamphlets concerning same.

8. If parents would come to the classrooms to see how much signs and finger spelling aid their children in learning, perhaps they would be more receptive to the idea.

II. What are the contributing factors in language retardation of the deaf and how can they be corrected?

Factors:

1. Failure of the entire school staff to cooperate in the teaching of language.

2. Not enough reading.

3. Failure of parents to motivate their children.

Suggestions for corrections:

1. Make language a "living language." That is, it should be taught to be used in practical instances. It should be functional.

2. Outside happenings should be brought into the classroom, as children at schools for the deaf have a limited range of experiences.

3. Parents should be encouraged to help with language development while children are at home.

III. What is the responsibility of a school for the deaf in the area of sex education?

1. For general questions concerning sex, health and physical education classes could assume responsibility. More personal questions and instructions could be discussed on an individual basis.

IV. What are the educational responsibilities of the counselor to the deaf child?

1. Counselors should be well educated in order to meet the responsibilities of the position and therefore should be better paid and have satisfactory working hours.

2. Counselors should be hired according to social qualifications as well as educational qualifications.

3. A guidance counselor or a dean should have a place in each school for the deaf. This would make it possible for children to get competent advice.

4. The dean should be a person who is capable of acting as a go-between for the children and the persons in authority.

V. In what areas should a counselor be trained in order to qualify for his responsibility?

1. General psychology.

2. Physical education.

3. Recreational activities.

4. Should have some on-the-job training, with the dean of students helping new counselors with problems.

VI. What is the school's responsibility in developing correct social attitudes in deaf children regarding—

1. Assuming personal responsibilities.

2. Manners and manerisms.

3. Appearance.

4. Alcohol.
5. Peddling.

A. Children should be given more responsibilities where socials, parties, and activities are concerned.

B. Children should be encouraged to take over many responsibilities that are usually given to counselors and teachers (such as planning parties, games, etc. and organizing clubs).

C. Counselors and teachers should do a minimum of helping children with manners and mannerisms, and should encourage older boys and girls to help the younger children.

D. Have teachers eat with students at noon meals during the school week.

E. A class in manners could be used, and posters, charts, etc. showing correct and incorrect manners could be placed in dorms and in school buildings.

#### WORKSHOP V

(Leader: FRED MURPHY, Kansas School, Olathe)

(Recorder: KEITH LANGE, Oregon School, Salem)

#### MORNING SESSION

Each participant was asked to write one question that he wished to have discussed.

One question dealt with the idea of making friends with all in the field of education of the deaf so that there would be less friction between the oralists, day schools and residential schools. It was felt that we should make attempts to sell the simultaneous method to parents and to make arrangements for parents to learn this method.

Another question from the group was "Should teachers (deaf) be able to speak in order to secure teaching positions?" The group felt that while the ability was desirable, it should not be a bar to securing a position.

The need for ways and means of introducing and proper use of the simultaneous method in the primary department was discussed.

The group felt that serious consideration should be given to the making up and printing of a new sign language handbook.

#### AFTERNOON SESSION

During the afternoon session the questions as written by Mr. Scouten were taken up.

##### Question 1

The supervisor should be the informal counterpart of the classroom teacher. He should also know the manual alphabet and sign language.

##### Question 2

It was felt that counselors should be trained in—

1. Communications.
2. Child guidance-development psychology, and mental hygiene.
3. Personal relationships.
4. How to be a father or mother to the children.
5. Counselors should be encouraged to attend conventions.

**Question 3**

It was felt that social attitudes and responsibility were a total school effort. It was felt that the staff should be of such a caliber that desirable aspects would be passed on to the children. Well-timed and conducted talks or lectures were felt to be the strongest weapons to use against alcohol and peddling.

**WORKSHOP VI**

(Leader: W. T. GRIFFING, Oklahoma School, Sulphur)

(Recorder: MARVIN MARSHALL, Minnesota School, Faribault)

Question: What are the educational responsibilities of the counselor to the deaf child?

The counselor is an important link in the educational program of a school. He should be qualified to counsel in all areas. We realize the ideal one is difficult to acquire, yet we wish to stress the need of better ones at better pay.

Question: In what areas should a counselor be trained in order to qualify for his responsibility?

All areas should be covered if counseling is to be meaningful and helpful. The group suggests that Gallaudet offer a full course in counseling. Sex education and use of the sign language should be stressed as a desirable portion of this course.

Question: What is the school's responsibility in developing correct social attitudes among the deaf children.

The school should do all it can for each individual child, using all the tools at its command. If the atmosphere at the school, and the rapport between the teachers and pupils, is relaxed, wholesome, enthusiastic and industrious, the rest will take care of itself.

**RE: SIGN LANGUAGE AND FINGER SPELLING**

The problem of the sign language behooves us to seek a national standard of the sign language, preferably in the form of a textbook, and an attempt to make the sign language as accurate as possible, both as to orderly language structure and meaning. As deaf teachers of the deaf, we should correct the misuse of the sign language wherever possible. Familiarity with the sign language should be considered an asset to all school personnel.

The sign language should be a part of every curriculum in a school for the deaf. This fact should not be a surreptitiously done thing, but should be accepted as a matter-of-fact event and one for which no apologies are needed. So many educators feel they have to make excuses to the parents for the sign language, which is a strong reason why the parents get the impression it is not done. According to Mr. Orman of the manual department of the Illinois School, 95 percent of the parents accept signs as a matter of fact when they are given all the reasons for the use of them. If the superintendents and administrators brag about the use of all methods as if it were an outstanding achievement instead of an overt thing, they would remove at least 75 percent of parental misconceptions and resistance to the combined method.

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It should emphatically be emphasized to the parents and the public that the deaf teachers feel strongly that the correct use of signs and finger spelling in the primary department will contribute to better speech and more effective lipreading.

Skillful use of the sign language by a counselor can result in the deaf child's acceptance of more personal responsibilities and will acquaint him with the dangers of alcohol, peddling, and poor citizenship which he will confront when he leaves school. The counselor who "reaches" the child can also play an important role in the area of sex education.

#### WORKSHOP SECTION—GEORGE PROPP, CHARLES FALK, RECORDER

Problem: Having backward children in a manual department pursue the same course of study as oral children in an oral department.

It was agreed that it is an administrative mistake to give the same subject matter to boys and girls of different mental levels. However, where it is done, the teachers must exert their ingenuity to put difficult matter across to retarded children.

Problem: The place of a deaf teacher in the faculty of any school.

1. Some young deaf teachers think they can "remake" the world.
2. They should know the philosophy of their particular school and live within it.

3. If the faculty is familiar with finger spelling and the sign language, it helps the deaf teacher to feel he is an active participant.

Problem: What can the teacher do about peddling?

1. As long as the adult deaf accept peddlers in their groups, there will be peddling.
2. Is the school program at fault?
3. State associations could work with the rehabilitation office to help peddlers find satisfying work.

Other needs:

A uniform sign language.

An authority on the sign language.

Revise and reedit Long's book on signs, or

Have a board made up from different sections of the country to prepare a new book on signs.

WEDNESDAY, JULY 1, 1959

#### SECTION ON CURRICULUM CONTENT

Gymnasium—Section leader: Mr. Harland J. Lewis, supervising teacher, Minnesota School, Faribault

9-9:45 a.m.

Keynote speaker: Dr. Wallace Brandon, Gallaudet College, "Foreign Languages at the College Level."

10-11:45 a.m.

Morning session of curriculum content workshops.

1:15-2:15 p.m.

Afternoon session of curriculum content workshops.

2:15-2:45 p.m.

Workshop participants and recorder formulate report.

3-3:45 p.m.

Section meeting to summarize curriculum content workshops.

## CURRICULUM CONTENT WORKSHOP LEADERS

Social studies, secondary level: Mr. Eldon Shipman, principal, West Virginia School, Romney.

Mathematics, intermediate level: Miss Susan Christian, supervising teacher, Indiana School, Indianapolis.

Science, secondary level: Mr. Joseph Giangreco, assistant superintendent, Iowa School, Council Bluffs.

Interpreters: Mrs. Mary Youngs, Joe Youngs, William Blea, Viola McMichen, Mary A. Benson, Mrs. Pauline M. Stone, Mary Hill Garman, E. W. Marshall.

Mr. LEWIS. I believe that if there is any purpose to a meeting such as this, it is that it stimulates thought. We needle each other in such a way that we do some constructive thinking. Nothing comes from just sitting down and rehashing over the same things. I hope we can stimulate each other. Let us provoke some ideas and really get something done.

We are concerned with math, social studies, and science. Are we teaching the things that are useful and understandable to and for our deaf students?

In your classes are you taking too much for granted or are you reaching your classes and getting ideas over to them? Are you shooting over their heads, leaving them in a fog of not understanding? Are you afraid to talk to your classes on their level? I have seen teachers working and putting forth much effort but seemingly getting no place because they were talking, you might say, a different language—over the heads of their classes and on unfamiliar ground.

Today's education can meet the needs of the deaf child if we as educators get down to earth and spend a little time on the things we teach. Are you satisfied with your course of study, one that was made up many years ago? Do you keep up with the times? Are you using textbooks of today or yesterday?

During the last century the battle of quantity has been won. We have everything and most all subjects and topics are found in our course curriculums and courses of study today.

Next comes quality: the aim of the next century. We have seen to it that all children go to school, but now what are they getting out of it? Are we giving the best things, things needed for today's life?

The curriculum cannot be static; it must be responsive to changing local, State, Nation, and world needs. There should be a balanced educational program in terms of the abilities and aptitudes of all learners.

Do you and your school system recognize that children learn at varying rates in different ways, and reach different levels of achievement? Is the pace for learning determined by the capacities of the children, and do you teachers vary your methods and materials in working with children who learn at different rates?

Are the sights of your school program for your brighter students aimed so as to dovetail into the college program? Study the college

course of study and see what is lacking in your school program that might better support the college program.

Our pupils, as they leave our schools, should be well informed in the studies of math, science, and social studies as well as the other basic subjects because they are the next set of world workers. We do not study a foreign language for the language alone but to learn the cultures of other people. Remember that our yesterday's far-off strangers are our today's close neighbors. Therefore, today's education can meet the needs of the deaf child, and it is my opinion that our deaf students can be well informed people of today and take part in the affairs of this fast-moving modern world.

#### FOREIGN LANGUAGES ON THE COLLEGE LEVEL

(WALLACE R. BRANDON, Ph. D., associate professor of German, Gallaudet College, Washington D.C.)

This paper will examine two points regarding the role of foreign languages in the curriculum of the deaf student on the college level. The first is the nature of his foreign language study and how it compares with the work in foreign languages given at hearing colleges and universities; the second, and for us here perhaps the more interesting mutually, is the improvement that the study of one or more languages can make in the student's understanding of his own language.

Much has been said and written of late about the situation of foreign languages in hearing schools, and numerous persons have set about bringing to the schools an improved foreign language program. To this end, interested individuals have discussed in various conferences the ways of putting languages in the schools on a plane where they will be abreast of the rapid developments in the present world. As a result, we read almost daily of languages being introduced in the earlier grades, at times as low as the sixth or the seventh, with the main emphasis being in those levels on the oral side. More and more schools are trying Russian, a tongue generally viewed until now as too difficult for the lower grades. In the later grades foreign language study is being required of more students, and the schools are combining writing, reading, tape recorders, language records, visual aids, and any other means of bringing more languages to the students. Colleges and universities are likewise building up their foreign language curriculum, emphasizing the fact that along with more mathematics, science, and other vital courses, their graduates can and must acquire a knowledge of at least one new foreign language before receiving their degrees.

How can one explain this increased interest in foreign languages on the American school scene? Our people are learning that they live in an era containing the final demise of provincialism, using the term to describe the notion they can live alone and have nothing to do with other lands. Not too long ago they enjoyed the comfortable "apartness" of their life, finding little to interest them in other countries. This placid existence has been repeatedly shattered by daily changes bringing them in ever closer contact with other nations. There was, first, World War II, and then the Korean war; both conflicts left American soldiers still doing garrison duty in many parts of the globe. Now the newspapers advertise jet travel of scarcely a half dozen hours to distant areas; they publish debates of the United Nations; and they

flood us daily with arguments about American intervention here and there in the world. In short, our people, after decades of living in a secluded rural society, are becoming increasingly aware they reside in an urban world in which they will take a leading part.

The United States has of necessity become a leader in this time of change, for without us no successful direction of the free world policies would be thinkable. Yet many a voice has lately cried that our worst failure in the past 10 years has been the failure to make this country understood and liked abroad. We have with our efforts to transplant Americana to the foreign street corner erred by doing unto others what we would like them to do unto us, forgetting that their tastes may not be the same as ours. Thus, the most generous, probably best-humored nation on the earth, the United States, happens to be envied, eyed with suspicion, feared and even hated by the very people whom we need to assist. Due to this misunderstanding, one American who knows the language, understands the culture, and can predict the probable behavior of a foreign country is worth more to us than several atomic physicists. Where the latter might construct a bigger bomb to win a war through mass destruction, the informed and intelligent interpreter of other countries might prevent a war entirely.

Consequently, we are viewing today a reawakened awareness and interest in other lands and their problems. It is becoming imperative for more Americans to acquire at least a minimum understanding of other peoples and their problems, and so many persons are now taking the first step to understanding in the form of learning the language and studying the culture of different nations. The deaf person, the same as the hearing person, must have the opportunity to receive his share of international understanding to take his rightful place in our society, and this place is with other well-informed Americans. So, like any hearing institution of higher learning, a college for the deaf should offer a well-developed program designed to give its students the tools of international understanding that will enable them to become the kind of Americans we need today.

Gallaudet College, in spite of the ups and down of languages seen at other schools in the past years, has maintained a good foreign language curriculum almost from the opening of its doors, and the statements following are made fully aware of the long tradition of foreign languages at the college, a tradition which is now almost a century old.

The student at Gallaudet is not ordinarily encouraged to major in languages to find employment, but a workable knowledge of one or more languages is just as necessary to him for the reasons indicated above as to one in a hearing college. There are, it is true, openings in the Government service where language specialists can find employment; and on rare occasions deaf individuals have been successful in such work. If the student plans to get a higher degree, in many fields a proficiency in one or more languages is required—usually one for the master of arts degree and two for the doctor of philosophy. German and French are approved for most higher degrees, although Spanish in some instances may be substituted.

At Gallaudet College the foreign language requirement is 2 years of study in the same language. In the elementary courses the emphasis is on writing the new language, translating it into English, and reading selected texts. In the advanced classes, the student works on com-

position and studies the more idiomatic side of the language. He reads selected literary masterpieces and learns facts about the country and its civilization. With the exception of the oral work, all courses correspond to those given at hearing colleges. We do not make it a requirement for passing that the student must learn to speak the language, but all the students who are so inclined are encouraged to pronounce the words they are studying.

The adviser helps the students to select the language that will best fit into their program of study, and if the student has an elective and so desires, he may take any number of additional language courses. At present he can choose between French, German, and Spanish; Latin is offered, but not to satisfy the basic language requirement. A considerable number of our youngsters, after taking the first language, elect a second one, and some begin a second foreign language even before finishing the first 2 years. It is interesting that many of those taking a second language are persons with an early onset of deafness; they usually do good work in the grammar courses, which they seem to prefer to ones in the higher literature. Students in the higher literature courses are often those having a good command of English, the majority of whom have been persons with a late onset of deafness.

We now come to the second point of our discussion showing how foreign languages can do much to promote the deaf student's basic understanding of English. For anyone, a safe way to deliver himself from the bondage of words is to see how his ideas look in words to which he is not accustomed. After enough study of other languages, he will usually find that he knows his own language better than he ever did before. For the deaf student this fact makes the study of other languages highly important. Below are some of the ways such work helps his English.

How can we define *language*? The dictionary tells us that it is the body of words, forms, and idioms ordinarily used for the communication of ideas within a community, and thus it is an oral and written record of structured thought. The building block of this structure is the single word, referred to for convenience as vocabulary, and this basic problem is alone enough to make the matter of language bewilderingly complex for the deaf student. In the beginning he masters the concrete words denoting things he sees, but later when he meets the abstract ideas which he cannot see, the English rapidly increases in difficulty. Moreover, because of the cosmopolitan character of our vocabulary, the pupil may learn one English word to express a given concept, and yet he will possibly encounter several more synonyms of the same word that are equally current. This fact is, of course, true of both the concrete and also the abstract words; and still, if the student is to have a really satisfactory vocabulary, we must help him to master them all to keep him out of the sterile field of basic English.

In the primary grades the small child is taught concepts like *house*, *ball*, *girl*, and *boy*, and for the words suggesting ideas that bring to mind a picture, the teacher often relies on giving language through bringing the object in question to class—or at least by showing the child a picture. The artistically inclined teacher often finds drawing on the board a great help in many cases. However it is given, the eye picture acts as a key or guide when the teacher asks the child to learn words like the foregoing. As the eye picture acts as a check

to determine that the pupil clearly understands the meaning of such words, so a second language can work for the student's benefit in clearing up many of the perplexing aspects of both the English vocabulary and numerous features of our syntax. The teacher of the small child can feel reasonably certain that the pupil understands a concept if he associates the word with its picture or the actual thing itself. In the same way, the foreign language teacher can use the second language as a check on the student's comprehension of the English and vice versa. This is language reciprocity, and following are some examples of it in action.

Vocabulary is made up of active and passive words. The first are those terms used by us almost daily; and the second are those we meet in our written communication, as in newspapers, books, and the like. In the first 2 years of language study, there is much repetition of the words classed as active. As the student translates the foreign words into English, and again into the other language, he in effect performs the same eye-word picture process seen in the early grades. In using the words he will possibly find some terms in the English translation with which he is not familiar, and through the drills and the translations he is helped to remember the English word along with the foreign ones.

The question of the passive vocabulary in English and the effect of foreign language study upon learning it was taken up by me in an earlier article in the *Annals*,<sup>1</sup> and those having a further interest in the subject are referred to the fuller discussion there. By way of summary, it was noted that the English vocabulary shows countless borrowings from other languages, sometimes with little or no change at all, and thus we read words like *petty*, *ardent*, *blitzkrieg*, *wanderlust*, and many more, never stopping to consider that these are immigrants in our language. Indeed, as America has been through the years the melting pot of foreign peoples, so the English language for many more years has acted as the melting pot of foreign words. When the words appear in reading the foreign texts which we still retain in our vocabulary, the teacher has the opportunity to introduce English words via the foreign words.

An important part of this word work is the teaching of the English word formation which has been most strongly influenced by outside sources. While the required language courses like French, German, and Spanish are somewhat limited in this respect due to time, such word study is pursued in the Latin at some length as a part of the course. For example, the student is taught to look for the basic root in each new word he sees in English, and he learns to connect related words under the root instead of viewing every new word as something to be memorized separately. Thus he groups words like *mortal*, *mortality*, *immortal*, and *mortality* under the Latin *mors*, *mortis*, "death." It is interesting that the deaf student who knows the sign language will frequently carry this "seeing the root" idea even further by signing the first word as "one born to die," and he will express the second as "a place where the dead are brought," the third as "not born to die," and the last as "an adjective describing death." He is encouraged to

<sup>1</sup> Wallace R. Brandon, "Foreign Languages and the Deaf Student's Vocabulary," *Annals*, vol. 102, No. 8, 1957, p. 312 f.

use the sign language or any other means that will make a word more vivid to him and thus facilitate his retaining it better.

Under the Latin *ducō, ducere*, "to lead," such English words as *duct, induct, produce, and reduction* can be brought in, and the student can group many words like *submit, remit, mission, transmit*, and others under the Latin *mittō, mittere, missus*, "to send." The list goes on, and it is endless since some 50 percent of the English vocabulary has come out of the Latin. Time does not permit us here to do more than briefly bow to this mother tongue of many European languages and add that properly understood in its connection to the latter tongue, learning English vocabulary can become fun and not be a laborious feat of memory.

It is one thing to learn the basic words, and it quite another to know how to join them to make a clear thought. Here again one can see better how to make the proper selection of words and how to arrange them in order to express himself clearly when he makes such an arrangement in terms of a foreign language. As an example, let us take the matter of the English verb which, with all its little nuances and delicate shades of tense, can express perhaps better than any language the precise time of the speaker's words. Yet, in that very feature lies much of the difficulty in mastering the language. Even highly educated foreign persons are bothered continually in choosing between the English present tense, the present progressive, and the emphatic present tense. Similarly they encounter the simple past tense, as well as the past progressive, and again the proper use of either form requires much drill.

So the deaf person must know the correct form in a sentence like: "He writes (is writing, does write) a letter to his mother." And again: "He writes (is writing, does write) a letter to his mother every week." In the basic grammar courses he learns that the foreign languages cannot express the three forms of the English present tense, as all three verb phrases in the above are rendered by the one fundamental verb in the German, French, and Spanish. Yet in translating from the foreign language into the English, the student may find that the first, or the second, or perhaps even the third verb phrase is the best choice to make. If for any reason he does not grasp the difference between the three and makes errors in translation, his teacher can work with him until he does, and through the ensuing drill on the matter, they have the second language as a helpful contrast that is always before their eyes. Each time the student works on selecting No. 1, No. 2, or No. 3 in the above, he is again performing the valuable eye-word picture process.

Similarly, the student is confronted with sentences like: "He was reading when I saw him. He read the book from cover to cover. He read continually when he was young." Although technically "past" in tense, each verb phrase in the examples conveys a slightly different meaning, and the student must see the exact difference in order to translate them into the foreign language correctly. The foregoing sentences do not, of course, more than hint at the tremendous verb problem in English, but they can serve for the sake of brevity as a symbol of our vast verbal system which can be considerably clarified in the light of a new language.

Through the 2 years the student continues from the verb to the noun, the adjective, the preposition, the idiom, and every one of the intricate cogs of a language machine. As each category is taken up, it is discussed in terms of its mutual counterpart in the English. In all the basic grammar courses, the teachers give the student many English passages to translate into the foreign language, and each selection is so designed as to bring out to the best possible degree the salient points to be learned. In the second year, progressively difficult prose is read, and the student is forced to demonstrate a precise understanding of the English with his translation paralleling the foreign text. He and his fellow students write the translation of the material on the board, and the teacher corrects it with appropriate comments on any weaknesses he may have observed in the English.

Finally, we submit then that the study of one or more foreign languages on the college level meets the needs of the deaf student in two ways. First, he gets a foundation in a new language, learns something of another culture, and thus greatly broadens his own intellectual horizon. In this way, the deaf student, along with young Americans at hearing colleges, lifts his eyes from his own little world to other countries, and as he becomes familiar with their language, customs, and civilization, he becomes better equipped to join the ranks of other well informed Americans.

But of undeniable importance to the student with an early onset of deafness is that studying a second language causes a beneficial reciprocal influence on his understanding of the English language, and in this respect the teacher of a foreign language on the college level contributes to our mutual goal as educators: better English for our students. It is not suggested that the study of other languages is the only way, for there is apparently no one way to this goal. Anywhere we can add to the important study area of language, the effort is well worthwhile.

Thus, foreign languages as a study area on the college level seek to satisfy the needs of today's deaf youngster who is encouraged to have as his goal horizons unlimited and an improved language comprehension.

#### A REVIEW OF WHAT IS BEING DONE WITH SOCIAL STUDIES IN THE SECONDARY LEVEL AT THE TEXAS SCHOOL FOR THE DEAF

(Mrs. BERNARDINE WILLINGHAM, supervising teacher, Texas School, Austin)

In order for one to understand the social study program in the secondary level of the Texas School for the Deaf he should know some pertinent facts about our school. We are a State-supported, independent school district directly under the academic supervision of the State board of education. We are a junior high school accredited through the eighth grade. (We are striving to become accredited through the ninth in the near future.) In this discussion secondary level applies to the last 5 years of our 14-year program. The classes of the last 5 years are labeled A or fifth grade, sixth, seventh, eighth, and ninth grades. We use State-adopted textbooks in the grades they are designated to be used.

We have standing curriculum committees in each subject area. In the area of social studies the committee consists of the teachers of

social studies with the principal and supervising teacher of the upper school acting as ex officio members.

We have two programs for each grade level—a program for the group that wants to go to college and a program for the group that prefers to take more work in the vocational department. Each group has the basic subject matter but the college preparatory group has an enriched program. This year we scheduled two 45-minute social study periods for each class in compliance with a recommendation from the social study committee.

The A class or fifth grade program begins a new cycle of understandings built upon the students understanding of concepts of relationships in home and community life near and far. The student is taught to identify himself as a part of his country's story. A study is made of the United States and its Western neighbors. The study includes—

- above introduction to geography, terminology, land and water forms, and locations;
- size of the United States, climate, mountains, plains and plateaus, natural and political divisions, latitude and longitude—extensive map work;
- our historical background as a freedom loving people;
- our neighbors to the north and south;
- exploration of the polar regions;
- the likenesses and differences of the Americas and ties that bring them together;
- the explorers and pioneers of today who are contributing toward changing our ways of living in America.

The theme for the sixth grade is "World Neighbors of the Eastern Hemisphere." The learning and living experiences in the sixth grade are extended to build understanding and knowledge of the world with particular emphasis on geography and peoples of the Eastern World. Understandings to be established include history and geography and contributions of people of these countries. The content includes the study of—

- civilization of Europe, Asia and Africa and their contribution to our life in America today;
- aspects of geography and history of the Eastern Hemisphere which have contributed to our present civilization;
- contemporary life and problems of other peoples and races as they are related to the Americas;
- the adaptations man has made to his physical surrounding;
- comparative study of ways of living in other countries;
- cultures of peoples of Western Europe and the Mediterranean area, and their contributions to the American heritage;
- to give understanding of the necessity for cooperative living on a world wide scale.

In compliance with the laws of the State of Texas in the seventh grade a study of Texas history, geography and State government is made which emphasizes its relation and responsibility to the Nation.

Factors which are emphasized are—

the geographical features of the State which have influenced the development of Texas.

exploration and settlement of Texas, the struggle for freedom and the establishment of its place as a State in the United States.

the cultural contributions of nations to Texas history.

important figures in Texas, men and women, past and present, who are numbered in its hall of fame.

a study of State government and service to its citizens.

the industrial developments in Texas and conservation of its natural resources.

a detailed study of local community history, cultural heritages, and stories from our Texas writers who have helped to preserve what we hold dear.

Much use is made of school-owned filmstrips and individual highway maps in the study of Texas geography. Field trips are made to the Texas Memorial Museum, the capitol, and other places of historical significance.

Civics is taught in the eighth grade to the college preparatory group. A study is made of our democratic form of government at the local, State, and national levels. Personal civics and the manner in which different levels of government actually operate are stressed through emphasis placed on—

geographical background for local, State, and national problems.

living together through home, community, and school.

opportunities for individual growth through citizenship, the community and its people.

National and State Governments.

values to personal liberty and rights expressed in great documents, Constitution, Bill of Rights, Gettysburg Address, Atlantic Charter.

responsibility of citizenship.

understanding the value of becoming an educated citizen.

current world problems.

a comparative study of our form of government with that of other nations.

Much work is done in developing reasoning, judgment, and being able to discriminate. Excerpts from a test as given by one of our social study teachers illustrating the above follows:

Name \_\_\_\_\_

Following are five facts. Under each fact are some reasons for these facts. Some of the reasons support the fact. Some do not support it. If the sentence supports the fact, write S in the blank before the statement. If the sentence does not support the fact, write NS in the blank.

I. Absolute monarchies, dictatorships, and communism are not good kinds of government because—

- \_\_\_\_ (a) the people do not have any rights.
- \_\_\_\_ (b) it is not good for any group to depend on one man.
- \_\_\_\_ (c) a large army is usually necessary to control the people.
- \_\_\_\_ (d) the rulers are too often unwise, tyrannical and dishonest.
- \_\_\_\_ (e) the nation cannot become strong and powerful.

II. The Second Continental Congress signed the Declaration of Independence because—

- (a) the taxes levied by England were too high.
- (b) the American colonists never paid in taxes before.
- (c) they were fighting for the principle of deciding their own laws.
- (d) they felt England would never give them representation in Parliament.
- (e) they hated England and had always hated England.

III. The King of Spain attacked England in 1588 with a huge fleet of ships called the Spanish Armada because—

- (a) the Spanish were afraid England would attack them.
- (b) the sea dogs were causing Spain to lose too much gold from the New World.
- (c) he thought England could not possibly defeat his navy in a battle.

(d) Spain was one of the strongest nations in the world and thought she could conquer any other nation.

IV. England repealed the Navigation Acts, Stamp Act, and the Townsend Acts because—

- (a) she saw that she had no right to pass tax laws.
- (b) she was afraid the colonies would revolt.
- (c) she had a difficult time collecting the tax money.
- (d) the merchants of England were complaining about the colonial boycott.

Following are some examples of judging. If the idea shows good judgment, write the word "good" on the line below it. If the idea shows poor judgment, write the word "poor" on the line. Then explain why it is poor judgment.

1. Fires are bad.

Matches can cause fires.

Matches are bad.

2. Fred is a good basketball player.

Fred does not like his English teacher.

I do not like the English teacher either.

3. My language is better than most children's language.

I do not have to study to pass exams.

My teacher tells me that is a dangerous habit.

I can break the habit when I go to college.

4. It is easy for me to get good grades here in school.

I am going to college.

It will be easy for me to pass my college courses.

The other section of the eighth grade is taught American history. Current events are stressed with the Junior Scholastic being used. Much work is done in map reading.

In the ninth grade, the first semester, the college preparatory group studies American history, geography, and conservation of human and natural resources.

Of major concern are—

brief study of the physiographic regions, the great river drainage systems and sectional divisions of the Nation.

colonial developments that contributed to the establishment of our Nation.

the struggle for freedom and formation of the National Government.

the growth of great national movements that have strengthened our Nation.

the westward expansion and conflicts that resulted.

development of our national resources.

growth as an industrial and business nation.

the territories outside our continental boundaries.

The second semester the college preparatory group is given a review of the Western and Eastern Hemispheres using Warp's work-book.

The other section of the ninth grade is taught civics throughout the year.

Both sections use Weekly Readers, Junior Scholastics, and have a library period a week.

The functional side of the social study program at the Texas School for the Deaf is varied. We have approximately 125 Girl Scouts and a total of 175 boys were registered in the fall of 1958 in our Boy Scout program. A breakdown of this figure shows 47 in Cub Scouts, 78 in five Scout troops, and 49 in two Explorer posts. Of the 26 adults registered, 20 served as den, troop or post leaders. A six-man committee headed the entire program. This summer we have 8 Explorer Scouts and a leader at Philmont Scout Camp, New Mexico. The boys in the Explorer posts have an opportunity to work with the leaders of troops and packs, thereby gaining experience in leadership and giving the advantage of their training to the younger boys.

In September of 1958 the organization of a student council was initiated. We hope to be able to complete our organization this fall and have our student council at work during our 1959-60 school year.

#### AN INFORMAL SUMMARY ON THE STEPS THAT WERE TAKEN IN DEVELOPING THE STUDENT COUNCIL CONSTITUTION OF THE TEXAS SCHOOL FOR THE DEAF

##### *Step I: Selecting representatives*

Mrs. Brauer, Mr. Hale, houseparents, and Mr. Freeman, teacher, met in the fall of 1958 to select the first student representatives to the student council committee. It was to be the duty of the student council committee to formulate and recommend a constitution for the student government.

##### *Step II: Informal meetings*

Between September and January the student council committee had informal meetings. There was no intention to start constructing a constitution at that time. Preliminary steps were taken to set up rapport between the sponsor and the representatives; to introduce the students to a clear meaning of a student council; to arouse their interest; to answer questions they wished to ask and give general lectures on government and citizenship.

##### *Step III: Collecting material*

In the meantime, material on student government was collected. Mr. Douglas gave his full cooperation and aided with the collection. The handbook, "The Student Council in the Secondary School," printed by the National Education Association served as a practical guide when the rough outline of the constitution was being prepared.

##### *Step IV: Planning the outline*

The structure of the outline of the constitution was interwoven into the overall school program. It was also an aim to make the constitution one with fundamental "laws." Sixteen basic articles were constructed. The sponsor wrote the title of each article only. Each article was to be filled in by the student representatives. The sponsor tried to avoid being arbitrary as much as possible. It was as-

sumed that if the sponsor had written the whole constitution, it would have preponderated the chance and opportunity of the student council committee to make a constitution according to the wants of the student body.

#### *Step V: Introducing the outline*

In January the outline was given to the student council committee. The titles of the articles were defined. Since this was a new experience for our students, they decided to accept the outline as it was and to rely on "Article XVI: Amendments and the Bylaws," as a way to improve and expand their government in the future. (The sponsor hoped that they understood the fundamental interpretations of the articles and that a fairly adequate outline had been offered.)

#### *Step VI: The making of the constitution*

Between January and April meetings were held biweekly. The representatives covered one article at a time. George Aguilar, a senior, was voted as chairman and Virginia Rost, a junior, as secretary of the group. The sponsor was pleased and impressed with the way the students handled their meetings and with the way they debated. They were gaining experience and developing concepts as to what it means to run their affairs independently. The sponsor was ready to make suggestions and to give help when necessary.

Several articles were decided on within a few minutes. The most painstaking task the sponsor had to undertake was communicating the student representatives' thoughts into written words. The sponsor had to ask again and again if "that and this" was exactly what they wanted.

Five articles required two or more meetings before a decision could be reached. The most difficult and rather controversial articles were "Powers," "Representatives and Alternates," "Method of Election," "Qualifications," and "The Student Court."

#### *Step VII: Voting on the recommended constitution*

In April, the constitution was reread and it was approved unanimously by the representatives. It is now in the hands of the school administration. After the administrative heads approve the constitution, with whatever changes they wish to make, it will be submitted to the student body for final approval.

There is a long, long road ahead to put the student council in operation and to develop and systematize its network.

### **A TRANSITIONAL SOCIAL STUDIES CURRICULUM**

(Mr. JOHN GANT, M.S., teacher, Wisconsin School, Delavan)

Guiding committees were appointed at the Wisconsin School for the Deaf in September of 1958 for a complete evaluation and revision of the entire school curriculum.

The speaker was chairman of the social studies section. Members of the committee were: Mr. Gantenbein, social studies teacher in the advanced department; Mr. Carter, a deaf teacher of special classes; and Mrs. Curry of the primary department. This committee, representing all educational levels of the schools, was a good spread and made it easy to coordinate the plans with all other teachers at the various levels.

It should be explained here that our State department of education prescribes no course of study for any of the schools of our State. It is their philosophy that the needs of society are diverse and varied, that communities and children differ, and that schools should serve individual needs; thus curriculums of many kinds are needed in Wisconsin. Each school is encouraged to tailor curricular experiences to fit its own pupil needs.

#### Procedure

Step 1 was a study of reference books, periodicals, pamphlets,<sup>1</sup> and courses of study in other schools for the deaf and public schools.

Step 2 was to make an inventory of present texts, methods, charts, and materials now in use at the Wisconsin School and to make an assessment of the present course of study, units, and procedures. On the upper levels (high school and intermediate) we found the traditional approach; usually subject matter and textbook procedures were used. The printed course of study had a wide scope but made little provision for individual differences and was about 25 years old. It was agreed that a fresh, modern outlook would be helpful. This led us to step 3.

Step 3: After a period of research, our committee met and discussed a philosophy and statement of our principles of education. The ideas were varied, but two general points of view crystallized; namely, that favoring the traditional approach or subject-centered curriculum and the point of view favoring the "core" or unified studies approach to curriculum construction. In order to bridge the gap between these points of view, a compromise seemed the best solution. Hence the title of this paper: "A Transitional Social Studies Curriculum."

As to philosophy, this statement from the Educational Policies Commission was felt to be appropriate:

The best education is that which does most to enable each student to develop his abilities and to serve society. Education must, therefore, be appropriate to the needs of each pupil and to the needs of society. But students are individuals, student bodies are constantly renewed, and society is ever-changing. It follows that education must be dynamic and diverse. High quality in education implies never-ending adaptation and improvement.<sup>2</sup>

Step 4 seemed to be to find a starting point. These guiding principles aided our thinking in terms of a new curriculum.

1. What is the curriculum? Who makes it? The curriculum is the experiences of children under the guidance of teachers; thus the two groups must participate in the planning of it or the whole program is superimposed and ineffective.

2. No course of study, nor any sequence of subject matter, can be made in advance to cover every pupil, every class, every year in school. For this reason, we must make every effort to make our material flexible and interchangeable from pupil to pupil, from class to class, from grade to grade, and from year to year.

<sup>1</sup> Wright, Grace, "Block Time Classes and the Core Program in the Junior High School," U.S. Department of Health, Education, and Welfare; U.S. Government Printing Office, Washington, D.C., 1958.

<sup>2</sup> The Educational Policies Commission, "An Essay on Quality in Public Education," National Education Association of the United States, Washington, D.C., 1959.

3. As an extension and emphasis of the above principle, it is further stated that a course of study and sequence must be only suggestive. Our course of study should allow for variations and additions. Learning situations, individual needs and interests will vary its use from day to day, month to month, and year to year.

4. An effort should be made to cover in a basic way, at least, the whole of social living by the end of the seventh grade (the end of the 10th year in our school) so as to give opportunity to slow learners who may leave school because of age after having completed only the lower levels of achievement. Thus the same material may be terminal for the slow learner and basic material to be enriched for those pupils who continue on through high school.

5. The attitude of inquiry is to be stressed in the minds of teachers and of pupils. One of the basic principles in the growth of the human mind is that of critical inquiry. This means open-mindedness, tolerance of other's views, deferring judgment, and a willingness to alter beliefs in the light of new evidence. School procedures should be controlled by this scientific attitude.<sup>3</sup>

Step 5 in the construction was the search for a form or style of the course of study outline. Courses of study from various schools for the deaf and public schools were compared with these criteria in mind:

- Is it helpful?
- Is it clear?
- Is it comprehensive and in a sequence?
- Is it flexible?
- Is it in line with current educational theory and practice?
- Is it brief?
- Does it allow for individual differences?
- Is it realistic to school and life situations?

The outline best fitting these standards, in our judgment, was in a bulletin called "The Scope and Sequence of the Social Studies Program" by the Wisconsin Curriculum Guiding Committee and issued by the Wisconsin State Department of Public Instruction.

Briefly, this program is based on units or problems in question form from kindergarten through high school. It expands or grows outward from the home, in the kindergarten to the community, State, Nation, and the world in the upper grades and high school. Grade levels are suggested. Typical problems or units are:

- 1. In what way does our community tell us the story of the beginning of its growth?
- 2. How do people communicate with each other today?
- 3. How do other communities help us?

And so forth.

Step 6: Each member of the guiding committee was given a sample of the form for his level to carry back to the other teachers in his department for consultation, discussion, and study. They had three choices. They could use the material as it was, downgrade it or upgrade it to fit the deaf. They could revise it, using the same form, or completely rewrite it keeping the same form. The chairman felt that this technique gave the teachers at each level the freedom to fit the

<sup>3</sup> "A Philosophy of Education for the State of Wisconsin," a publication of the Council on Education of the Wisconsin Teachers Association.

material to their classes while following the general form or style agreed upon by the guiding committee.

Step 7: After the committee members had agreed upon material for their areas, meetings of the guiding committee were held to fit together the scope and sequence of the whole curriculum guide or course of study.

The preparatory classes were not expected to have a class in social studies but only units, projects, or activities centered around the home, the school, nature study, and so forth.

Step 8: The entire completed guide was put in order, typed by our typing classes, and submitted to Mr. Arthur Atkins, curriculum consultant for our State Department of Public Instruction. He made several suggestions which we incorporated in the guide.

Step 9 will be the printing of the curriculum guide for presentation to all teachers. An orientation on the use of the guide should be given before it is put into use. In the orientation it should be explained and stressed to the teachers that this guide is not rigid or didactic and if so interpreted, its purpose would be defeated. Rather, it is to be regarded as flexible and changeable. A space will be left at the end of each unit for individual teachers to suggest addition, modifications, and to make criticisms.

A further explanation should be made of our title, "A Transitional Curriculum." The inference is that in 2 or 3 years an entire new outline should be evolved. This is only our starting point.

It might well be asked, "Transitory toward what?" As of now we cannot answer this question. The effectiveness of the guide in use must measure that. We only know that as the educational wind blows now, it blows in the direction of some type of core curriculum.

#### THE TEACHING OF SOCIAL STUDIES TO THE DEAF

(Mr. AUBREY L. PAINTER, teacher, Virginia School, Staunton)

The purpose of writing this paper on social studies is to pass on a few ideas that I have accumulated in this field throughout my teaching career. I hope these ideas will prove helpful to you, at this convention, not only in the teaching of social studies to the deaf child but also in any other related subject.

This paper is not based on research but on actual teaching experience both in schools for the deaf and in the public schools. Some of the ideas or suggestions are far from perfect, but they do tend to help in getting over ideas on the subject to the student.

First, a brief outline on which I will elaborate later:

A. Teaching of history to the deaf:

1. The teaching of key vocabulary words.
2. The use of maps and pictures.
3. The use of dramatization.
4. The use of educational films.
5. The development of topics.

B. Teaching of geography to the deaf:

1. The developing of vocabulary by teaching key words.
2. Use of maps.
3. Use of related educational films.
4. The unscrambling of words.

## THE TEACHING OF HISTORY

In teaching the deaf I have found it is wise never to assume that the deaf pupil understands what he or she reads. Before assigning a chapter make a list of key words and be sure each child understands them before going on. One of the greatest handicaps of the deaf student is his lack of understanding the meaning of words that seem so simple to us who hear them spoken constantly.

It may be a lost cause, but let the pupil try using the words in original sentences. The results are often frustrating but enlightening as to the pupil's thinking process. Just be sure the word is understood before going on.

Maps and pictures are always helpful in the teaching of social studies as they tend to stimulate an interest in learning more about the various places, even those not related to the daily lesson. It is very important to ask leading questions or to give suggestions which might create an interest in wanting to read on. For example: Did you know that it took President Lincoln only 3 minutes to deliver his famous "Gettysburg Address?" Such a suggestion might make the pupil want to read the address to see if he can do the same, and he may also want to know more about Lincoln, the man.

The deaf student—like the normal hearing student—so often finds history, as such, very dull and consequently doesn't like to read it. Once you can stimulate the interest of the student and create in him a desire to want to find out more than you are teaching them, history becomes easy for him and you have partially won the battle against indifference.

Very often it is necessary for the teacher to draw a map to illustrate or to convey a thought. You do not need to be an artist to get the idea across; sometimes they feel so sorry for your poor talents, they help you out.

Educational films pertaining to history are an excellent source of teaching material. For the most part, the student enjoys them, and a good film can help the student remember better than any words of the teacher or reference book.

Sometimes the teacher can give a list of topics and the students can choose and write a paper of their choice. The value of this is readily understood as the student will have to use several reference books to get the necessary information pertaining to his particular topic.

Dramatization is a great help to the deaf. It makes the key figures seem more human instead of vague historic symbols. It is a great help and eases the teacher's job if he can get the students interested in reading biographies of the personalities studied or a historical novel about the period.

Anytime a teacher can create a desire on behalf of the deaf pupil to read anything, then he or she is doing a good job of teaching. The biggest problem is that of creating enough interest. This is not only true in the teaching of the deaf, but also in any teaching.

## THE TEACHING OF GEOGRAPHY TO THE DEAF

As in the teaching of history, the understanding of key vocabulary words is important and the same method of teaching can be used.

In teaching geography, guard against questions and answers that can be memorized without understanding. Rework questions each time so only understanding pays off.

In the use of films, always preview each one before presenting it to the class. Make a list of new words or ideas the movie suggests. Never pick out too many words for any one film. Ten words are usually enough without adding confusion. As you show the film to the class, sit beside the screen and explain parts you especially want to stress. Always follow up a film with a class discussion and report.

Most of the time an outline of the country being studied can be drawn on the blackboard. Surrounding countries can be added later. Draw it with permanent chalk that is soaked in sugar water. This cannot be erased but can later be washed off. As you talk to the class, fill in the land features, cities, industries, crops, etc., using different colored chalks for emphasis. Later erase your entries, then let the students fill in the same features.

Utilize all bulletin board space to display pictures or any related articles. Illustrate altitude by using strips of paper to represent the highest peak on each continent and the highest point in the home State.

A child needs a little extra background before beginning a new unit. For example: "A Unit of the Fishing Industries of the World." There will naturally be numerous fish which the average deaf child has never seen or read about. The teacher should list all the fish that are mentioned in that unit. The names (and pictures, if possible) are to study and become familiar with. Later they may have a race against each other to see who can name and recognize the most. In another instructive game, the teacher can put the names on the board with the letters in each word mixed up. Have the class unscramble the words in a given time. Any game or similar activity might prove a painless method of learning.

The suggestions have worked, but the ingenious teacher will develop many ideas of her own that will work as well.

#### SUMMARY OF SECTION ON THE SOCIAL STUDIES CURRICULUM ON THE SECONDARY LEVEL

(Recorder: HENRY O. BJORLIE, South Dakota School, Sioux Falls)

To open our session, Mrs. Bernadine Willingham, supervising teacher of the Texas School, presented a paper titled "A Review of What Is Being Done With Social Studies in Texas." Rather than spend too much time on a lengthy paper, Mrs. Willingham gave excerpts and opened the way for discussion.

The members of the workshop decided to concern themselves with both the functional and academic sides of the social studies curriculum. As this report will bear out, the major portion of the discussion was concerned with a functional curriculum.

Student councils, relatively new in schools for the deaf, became a primary topic for discussion. These councils present an excellent way of promoting democratic principles which the students themselves can practice. The establishment of a student council can be quite painstakingly difficult and time consuming, as can be seen by the step-by-step report turned in by Mrs. Willingham.

The Arizona School has had such an organization in operation for 7 years, and, though shaky at the start, it has performed well its functions. At Arizona, a student chairman is elected each fall. Two representatives are elected from each homeroom and four members at large are elected from the advanced rotating classes. The primary function of the council is to handle student disciplinary problems. It was reported that this function is working very well, as no one wants to be judged before the council. Campus, dormitory, and dining room manners have improved considerably.

The Oklahoma School Council has been in existence for 2 years. The council representatives are elected from the 10 rotating classes (2 representatives each). One man and one woman serve as advisers.

The group came to the conclusion that the function of these councils is, in the main, to handle their own disciplinary problems which arise. In some schools the council is charged with operation of the teenage club or snackbar. It was concluded that these councils, though shaky at the start, seem to be working well within the areas for which they were set up.

Mr. Grant, of the Wisconsin School, presented a paper titled, "The Transitional Social Studies Curriculum," in which he gave of his own experience in establishing a dynamic, care-type curriculum to keep pace with our ever-changing society.

The next point of discussion was the question of rote learning, a common problem in the social studies field. In many cases it cannot be avoided—especially in preparing students for college. The discussion then evolved into the problem of remembering specific dates in history. It was decided that a knowledge of the sequence of events is most important—the idea of knowing general periods in history. Approximate dates are important. This is also true of location of cities, population, etc.

At this point the discussion deviated somewhat from the social studies topic to that of achievement level. Should entrance to high school classes be graded upon achievement level? The consensus was that achievement tests are indicative, but by no means final. The validity of language, social studies, and other sections in the Stanford test were questioned quite strongly by the group.

Reading in social studies was also discussed. All the teachers nodded agreement to the practice of using study questions to improve reading.

How can we create interest in social studies? At times a teacher must find some means to circle around a subject to bring the children "in." A teacher should relate personal experiences from their travels, etc. A teacher should take an interest in his students' outside interests and try to approach them from that angle. A good example of creating interest in the study of U.S. geography is to use the "travel form"—make motel reservations, etc., and as you "travel" bring in the geography and history of each place visited. Most important of all is the fact that a teacher must sell himself on the subject, then sell the class.

A paper prepared by Mr. Aubrey Painter of the Virginia school (Staunton) was read by Mr. Bjorlie of South Dakota. In his paper, "The Teaching of Social Studies to the Deaf," Mr. Painter related some of his own classroom experiences.

In discussing movies and filmstrips, it was concluded that all such materials must be previewed and the class "built up" for the presentation. Then the film or filmstrip should be shown. The showing should always be followed up by a discussion as soon as possible.

The last major topic discussed was the teaching of civics. Many schools incorporate civics with the running of various campus organizations. Field trips can certainly be helpful, but the problem of distance arises with the various States. In one larger city, a senior is chosen from each high school, including the school for the deaf, to spend a day with the mayor and other members of the city commission. Other State schools participate in Boys' State or Girls' State. Court cases, fire runs, etc., are good learning situations. School assemblies presenting city and State officials are good for teaching situations.

It was felt by all present at this section that this type of meeting is extremely desirable and it is hoped that future workshop programs will be planned.

#### THE TEACHING OF ARITHMETIC

(Mr. RUDOLPH C. HINES, instructor of mathematics, Preparatory Department, Gallaudet College, Washington, D.C.)

In this paper I wish to present a few facts pertaining to arithmetic. You may or may not be aware of some of these. I hope they will stimulate us to more serious thought of our subject, the teaching of arithmetic. I also hope they will inspire constructive questions, answers, and critique which will lead us to be more thorough in our teaching of arithmetic for meaning and understanding.

In order to transfer his thoughts, man has devised various systems of communication. Likewise, man has had to develop a system of numbers to represent his need for knowing how many and which one. Primitive man's need for numbers was very limited. The number of fingers on his hands was most likely sufficient, but the need of numbers in the varied experiences of man today is almost beyond imagination. Do not forget that our number system was developed so that we could refer to things quantitatively and relatively in the simplest, quickest, and most precise way possible. Number is not found in things. It is but a mental representation implied to things by man to help him to generalize.<sup>1</sup>

The learning of the basic concepts of numbers, generally known as arithmetic, is a gradual step-by-step process in which it would be an unforgiveable sin to permit the omission of any one sequence. First simple concepts of numbers are taught which are gradually associated with more and more complex concepts. Upon us rests the responsibility of providing the child with a simple and rapid means of the use of numbers. We must help him to accumulate meaningful and useful concepts that will guide him in his initial steps toward developing an understanding of the "intricate systems of number and the even more intricate and complex systems of computations."<sup>2</sup>

How well are children learning to use numbers? You frequently read in newspapers, magazines, and books criticism pertaining to how poorly prepared mathematically are many children. All of that deals solely with the hearing child. I do not believe I am too bold in saying

<sup>1</sup> Francis J. Muller, "Arithmetic: Its Structure and Concepts," Englewood Cliffs, 1956, p. 1.

<sup>2</sup> *Ibid.*, p. 1.

that over the past 20 years nothing critical has been written pertaining to the success of the mathematical programs in our schools for the deaf. On the whole, those who leave our schools and find employment apparently get along fairly well on what arithmetic they learned in school. I have made no study of the situation. But what about those students who wish to seek an education beyond that offered by their schools? How well prepared are they? That is something with which I am indeed quite familiar. Nearly all deaf students who pursue an education beyond that offered by their schools go to Gallaudet College where they must, with the exception of a few, pass through the preparatory department. I have been teaching mathematics in the preparatory department for 6 years. Every year I find that at least 20 percent of the students lack a thorough understanding of the mechanics of elementary arithmetic. By that, I mean performing subtractions, divisions, and working with fractions, to say nothing of decimals and percents. For example, I have frequently observed students performing divisions such as 238 divided by 2 by the long-division method. When finding the value of "x" in a simple equation such as  $3x=342$ , they will make the division on a separate space using long division. When I ask them why they do not do it mentally, they will say that it is a habit with them or they do not know how to do it mentally. (Most likely they mean they do not have confidence in their ability to do the work mentally.) These students are not necessarily slow students. In a few rare instances I have seen "B" students doing it. After calling their attention to the time-consuming work, they will do it mentally, but it takes time for them to break the habit. Obviously, it is not the lack of ability but the lack of proper training that is at fault.

Frequently when I explain some new topic in algebra I refer to similar procedures followed in arithmetic. The time has yet to come when I can do that without three or more students in each section saying that they do not know how to perform the steps, or that the steps are vague, in the arithmetic which I referred to. That is a nuisance, a hindrance to the harmonic progress of the other students in the section. I must work with large sections, sometimes as many as 20 in a section, and must cover a considerable amount of material within a definite time. So when I am confronted by a student who has a fair or no understanding of certain fundamental arithmetical concepts, I must pause in my planned lecture to clarify the concepts. That is disheartening to both myself and to the others in class. But, being a teacher, I cannot ignore them. I stop long enough to give them a brief explanation of how the steps are performed in arithmetic. My explanations must be brief, for an allotted amount of material must be covered during each lecture period. Furthermore, I must try to keep each of my sections progressing at an even rate. Sometimes my brief explanation is sufficient but often it results in frustration and discouragement. It is easy to see this written on their faces, but I can also see that the others in the section are becoming restless. Since it is of them I must think, I continue with the lecture upon telling those who are having difficulty to see me after class. After class—when is that? They have a full schedule. Often when a section has its free period I am occupied with another section. They are often kept busy with other activities until late in the afternoon—science laboratory classes, physical education classes, reading improve-

ment classes, even varsity sports. If they are fortunate to find they are free on the day they have difficulty, or the following day, they may come for assistance, but if they cannot find the free time until 2 or 3 days later they usually give up. With the passing of each day we have covered more and more new material which depends upon their understanding the previous lesson which, in turn, may depend on how well grounded they are in elementary arithmetic. They then become all the more frustrated. This is true not only in my mathematics classes but also in the general science and physics classes. It is carried on into the college years to pester the teachers there. Why must simple concepts of elementary arithmetic be allowed to cause so much trouble?

I have presented you with an idea of some of the weaknesses that must be overcome. It is not my intention to provide you with a course of study that you can follow in guiding your students toward a more thorough understanding of the basic concepts of elementary arithmetic. Many well-trained educators in schools and colleges all over the country have given much time and thought to preparing courses of study and textbooks which you can choose and follow. They are good, very good. You can—you should—use them in your classes. But no matter what course of study or text you use, you as a teacher must supplement. To do that you must be a teacher, a genuine teacher of arithmetic.

You would not have a person teach language who was not adept in its use. So with arithmetic. A teacher of language need not know arithmetic in order to be competent, but that is not true of a teacher of arithmetic. She must be well versed in other fields, language above all. Just knowing how to count and to perform the simple computations of elementary arithmetic does not qualify one to be a teacher of the subject. A competent teacher of arithmetic must have a sincere appreciation of mathematics, its possibilities and its contributions to man in the past and through the years to come. To be really in command one must have studied its history—the history of numbers—studied mathematics through high school into college; taken advanced courses, even as advanced as calculus. All too frequently when a teacher has had difficulty with mathematics while in school and college she will be inclined to belittle the importance of arithmetic. She may not be aware of it but she is unconsciously creating a distaste for mathematics in her pupils. It is true that some children can progress in spite of the teacher, but need that be so? All the curriculum planning, all the courses of study will be worthless unless you have a teacher who knows the subject and knows she knows it, has studied it, has kept up to date with methods, procedures, and concepts of teaching arithmetic.

To make my point clear I shall quote one who has given far more time to the study of the teaching of arithmetic than I.

Many persons believe that mathematical disability is far more frequently the result of emotional blocks than lack of mental power. An unhealthy attitude toward arithmetic may result from a number of causes. Attitudes of his peers will have their effect upon the child's attitude. But by far the most significant contributing factor is the attitude of the teacher. The teacher who feels insecure, who dreads and dislikes the subject, for whom arithmetic is largely rote manipulation, devoid of understanding, cannot avoid transmitting her feelings to the children. The teacher may be able to bluff her way through many areas of learning, but not mathematics—where the final arbiter is reason, not some

self-anointed authority. In mathematics, incompetence is one sin that is certain to find you out.

On the other hand, the teacher who has confidence, understanding, interest, and enthusiasm for arithmetic has gone a long way toward insuring success. It is as unreasonable to expect a good job from a person who dislikes arithmetic as to expect a good piano recital from a person who hates music.

A poor attitude on the part of the teacher is almost invariably coupled with a lack of understanding and mastery of the subject matter, thus compounding the bad effect on the child. Command of the material taught is not a sufficient condition for teaching success but it is certainly a necessary one. Many more teachers, who fail as arithmetic teachers do so because of their own inadequacy with the subject than from a lack of a knowledge of and skill in methods of teaching or from inability to work successfully with children.\*

I hope that what I have just said will provide you with something on which to chew when planning your arithmetic programs in your schools and in the discussion this morning. Each of you may have questions to ask or statements to make concerning your experiences with the teaching of arithmetic. They may or may not be related to what I have just said. It matters not. We are here to help each other so let's get on with the discussion.

#### AN EVALUATION OF METHODS OF TEACHING SUBTRACTION IN INTERMEDIATE GRADES

(Mr. ERWIN W. MARSHALL, supervising teacher, Intermediate Department, California School, Berkeley)

An evaluation of today's methods of teaching arithmetic is a comprehensive task. The aim or goal of these methods appears to be the development of all pupils, as the slogan so aptly implies to, "Be a thinking person."

We, as educators of the deaf, also maintain this ideal as our goal, although we experience many more difficulties attempting to penetrate the "sound barrier," and therefore consequently the language barrier.

I must confess that by the time I had waded through reams of material designed expressly for the use of "hearing" pupils, tripped and stumbled over such terms as social significance, mathematical perceptions and individual insights, I began to wonder how we could teach our children anything if these gaps were not properly bridged.

However, when my mind cleared, I realized that we do succeed in accomplishing a great deal. Yet we cannot feel complacent—we must be constantly on the alert for outmoded methods and willing to experiment with new techniques. This brings me to the real case in point—actually two cases in point. First, I would like to present some thought provoking material on the methods of teaching subtraction and get your reactions. Secondly, I would like for us to consider the relative merits of the new method of division as developed by the Scott Foresman Co. in their new textbook series, "Seeing Through Arithmetic."

##### I. Subtraction:

There are five methods used in subtraction. These five methods are used in simple as well as compound subtraction. Compound subtraction implying here that one of the figures in the minuend is smaller than the corresponding figure in the subtrahend.

The methods are as follows:

\* J. Houston Banks, "Learning and Teaching Arithmetic," Boston, 1950, pp. 16-17.

1. The take-away-borrow method (decomposition method).
2. The take-away-carry method (equal additions method).
3. The addition-borrow method.
4. The addition-carry method (addition or Austrian method).
5. The complementary method.

To keep within the time allotted for this section and for the sake of simplicity let us condense these five methods down to two and consider them as the borrowing and the carrying methods.

I. The take-away-borrow method is frequently known as the decomposition method as the tens are decomposed or broken up and one of the tens changed to units. The principle of borrowing is used here and a true concept of take away is developed. The thought pattern is:

$$\begin{array}{r} 4523 \\ -2674 \\ \hline \end{array}$$

Four ones cannot be subtracted from three ones, borrow one ten from the two tens in the minuend and add the ten ones to the three ones making thirteen ones. Four ones from thirteen ones leaves nine ones. Write 9 in the ones column. Since one of the tens was borrowed and used, only one ten remains. Seven tens cannot be subtracted from one ten. So we borrow one hundred from the next digit to the left in the minuend and add the borrowed one hundred to the one ten making eleven tens. Seven tens from eleven tens leaves four tens. Write 4 in the tens column. We are all familiar with the procedure.

The basic facts used in this method are 4 from 13; 7 from 11; 6 from 14 and 2 from 3. The thought pattern developed here is the take-away-borrow concept.

II. The additive or the Austrian method is basically the solution of a subtraction problem through the process of addition: Start at the right. The work is written at the right hand side of the problem. The children know from their previous work in addition that this is an impossible combination and are instructed to borrow 10. Where this ten comes from is never explained. For each succeeding step they are taught to add one to the next integer in the subtrahend.

$$\begin{array}{r} 4523 \\ -2674 \\ \hline \end{array} \quad \begin{array}{l} 4+9=13 \\ \text{put down 9} \\ \text{carry 1} \end{array}$$

$$\begin{array}{r} 7+1=8 \\ 8+4=12 \\ \text{put down 4} \\ \text{carry 1} \end{array}$$

$$\begin{array}{r} 6+1=7 \\ 7+8=15 \\ \text{put down 8} \\ \text{carry 1} \end{array}$$

$$\begin{array}{r} 2+1=3 \\ 3+1=4 \\ \text{put down 1} \end{array}$$

Throughout this method there is no true concept of take away. The emphasis is on automatic mechanical responses rather than meaning or understanding of the process. The basic thought pattern is "4 and how many are 13" in the additive method. In the take-away method the thought pattern is "4 from 13" or "13 take away 4."

To complete the additive method the take-away-carry method must also be considered here. This method is also referred to as the equal-additions method.

$$\begin{array}{r} 4523 \\ - 2674 \\ \hline \end{array}$$

"Since four ones cannot be taken from 3 ones, add 10 ones to the 3 ones making 13 ones." "Four ones from 13 ones leaves 9 ones." Write 9 in the units column. Since 10 ones were added to the ones column in the minuend, an equal amount, or 1 ten, must be added to the tens' place in the subtrahend, making 8 tens. Again it is assumed that the remaining procedures are known to all in this method. The basic facts used in this method are 4 from 13; 8 from 12; 7 from 15 and 3 from 4. The thought pattern developed here is also a take away concept.

An evaluation of the methods presented:

Since the additive or Austrian method utilizes the additive thought pattern of 7 and how many are 13 or  $7 + \underline{\quad} = 13$  to solve subtraction problems, the merit and use of this method can be criticized. However, it might be recommended that the procedures used in this method might be modified and incorporated into the equal-additions method.

The decomposition (borrowing) method and the equal-additions (carrying) method both use identical terms to express a subtraction fact, such as 4 from 13 or 13 take away 4.

Proponents of the equal-additions method maintain that basic elements in the minuend are not disturbed, only the integers in the subtrahend are manipulated while the proponents of the decomposition take pride in the fact that their method is just the reverse. For example a minuend of 5555 remains constant in the equal-additions method whereas it becomes 44415 when the decomposition or borrowing method is used.

The decomposition method can be easily objectified and the processes made meaningful. At first, if necessary, it can be a mechanical process and objectified as comprehension develops.

The use of the equal-additions method in compound subtraction consistently arouses the question "Where did you get the initial 10 that was added to the initial ones?" This is a good question and the answer has evaded my research.

We have presented material involving two basic theories (1) take-away borrowing and (2) take-away carrying. The ramifications from these two methods are many and varied which could lead to confusion of learning, unlearning, and relearning in the classroom.

Administrators of a school should have a clear and well-defined philosophy concerning courses of study. Department heads must be consistent in carrying out this philosophy throughout his or her department. A new teacher should not attempt to change the method of subtraction that pupils have acquired. It is better that the teacher change and adapt her methods.

A certain method of presentation may have certain advantages over another method, but in the final analysis the bearing of the fruit depends on the classroom teacher.

#### SUMMARY OF DISCUSSION ON THE SECTION ON MATHEMATICS, INTERMEDIATE LEVEL

##### POINTS FOR DISCUSSION

I. Should specific goal or goals for each lesson or unit be given in a certain length of time?

The group agreed that each process should be mastered before going to the next process regardless of time spent.

##### II. Methods of division:

New concept from Scott-Foresman of different arrangement in long division was demonstrated. Comprehension comes with estimation and good mental training.

##### III. Systematic procedure in teaching arithmetic:

The group agreed that a course of study should be used. A process mastered before going to the next process.

##### IV. Teaching of all methods of subtraction:

Decomposition subtraction method gave more meaning and understanding to the deaf child. It was agreed and stressed that meaning and placement (preparation) of ones, tens, hundreds units should be well-founded. The placement charts are most helpful.

V. Motivation and explanation (the why?) of teaching and learning of all processes:

The methods are to motivate the process through actual experiences or needs and to explain "the why" the children are learning a process before presenting a unit through actual previous experiences or soon-to-be events through functional basis for the process.

##### VI. How much stress should be given to mental processes?

The group agreed that mental processes should start in lower grades. The fundamentals of the processes will carry through college.

##### VII. How to present language problems?

A good demonstration was given by Mr. Barry Griffing, Riverside, Calif., which covered the following points:

Do not use key words.

Careful reading and vocabulary meaning.

Mental pictures.

Motivation.

Explanation (or the why!).

Solving the equation.

Answer written in sentence form.

Teaching meaning and concept.

VIII. Should a class be kept as a unit or should each pupil be allowed to go his own rate of speed?

The group felt that each child should master each process.

##### Conclusion:

The group was stimulated in new concepts of what constitutes meaningful teaching and learning arithmetic.

## THE SCIENCE PROGRAM AT THE MINNESOTA SCHOOL FOR THE DEAF

(A. C. ESTERLINE, principal, Minnesota School, Faribault—Read by LEWIS BACKSTROM, Minnesota School)

The Minnesota school has stepped up and added to its science program in the past few years. However, it is a coincidence rather than a result of the hue and cry that has been raised nationally about expanding and emphasizing science courses. We doubt very much if any of our pupils will get into nuclear physics or rocket projects, but we would hope that on an evening when the stars are bright a graduate of ours would be able to point out the big dipper or Orion to his best girl and explain to her that the bright object in the western sky isn't really a star, but a planet something like our Earth. We don't teach agriculture, but we expect through our science courses that our boys who go back to the farm will have a working knowledge of the composition of soil and the obligation of following conservation practices in its use. From their biology our farm boys have an understanding of heredity, the life cycles and the control of harmful insects, as well as the propagation and development of the various forms of plant and animal life. We would expect all our pupils, too, to get a broader and deeper understanding of personal hygiene from their biology course. This would be a reemphasis of a previous course in hygiene.

We do our best to develop a scientific attitude or approach with our pupils not to the extent of the scientist in a little anecdote I heard several years ago, but certainly developing a questioning mind—How? Why? Can it be proved? What are the facts? What will happen?

Oh yes, the story: Two men were walking down a country road. Some sheep were grazing on a nearby hillside, and the one man remarked to the other, "Those sheep have been sheared."

His companion replied, "All I can say is that I know those sheep have been sheared on the one side we can see."

As I said before, we would prefer not to develop the scientific attitude to quite that extent.

Certainly the concepts involved in outer space such as gravity, distance, speed, and radiation are becoming more and more a part of the average person's knowledge and we are spending more time developing these understandings with our pupils.

The determining factor in the selection of what we teach from the vast body of scientific knowledge is the needs of the child as related to his ability to understand science concepts in the allotted time. (This statement may seem unnecessarily involved, but we can't just consider what the child needs and let it go at that. We have to consider the limits of time and the child's ability to make the material a functional part of his living. We can't afford to spend time teaching scientific facts just because it's the thing to do.)

We use the singular (child) here advisedly because in all our planning and teaching we try always to keep in mind that we are teaching a child science in a class of children, not just a subject (science) to a class. I know we are talking about a cliche here that we all take for granted, but I find that unless we bear it in mind continually, we will soon be teaching science to a class instead of teaching a child science.

This also brings up the question of the slow learner. This is not a problem that is peculiar to science classes in our schools, but we at the Minnesota school are convinced that we must develop a separate and distinct course of study for our slow learners. This is in opposition to our former method of watering down and going at a slower rate for slow-learning children, but using the same course of study for all children. With the material that is available on the education of the slow learner we would hope we can do a better job of educating him in the future.

At the other end of the scale we are concerned with challenging the bright child. Individual teachers have in the past worked with these children in developing interests and a desire to go on with learning over and beyond that which the average child would be expected to get. We expect to devote some time to this next fall at our preschool meeting. We will try to develop a schoolwide philosophy on challenging the bright pupil, and work out some ways in which there will be some consistency in what we require of him.

As far as the science program is concerned in our elementary classes we do not list it in detail. A teacher of a beginning class is indirectly starting science when she teaches a cow and a fish in speech reading and speech. Certainly when we talk about the weather in our younger classes we are developing science concepts. Goldfish, rabbits, mice, hamsters, and even turkeys that we have or have had in our classrooms are a part of our science program. We cannot define specifically our science in our younger classes or even in some of our older classes. A science topic might well be called a reading or language lesson. The nursery rhyme, "Twinkle, Twinkle, Little Star" used for speech or in rhythm class might well lead to a topic on stars. A robin that built her nest on a fire escape and reared her young provided any number of science lessons. The science supplement of *My Weekly Reader* is used in reading or current events lessons, and conversely, each science lesson is also a reading and a language lesson.

In our junior and senior high school classes we have specific science courses and allot a definite period of time to each. In the 7th grade we have nature study; in the 8th, general science; in the 10th, hygiene; in the 11th, biology, with the emphasis on the human body; and in the 12th, 1 semester of general science.

The direction science instruction takes is somewhat affected by teacher training, interest, and locale. Our location is ideal for all phases of nature study. Our campus of 20 acres is on a bluff above a river on the edge of a small-town with 10 good-sized lakes within a radius of 10 miles. And as though that were not enough, we are in the path of migratory birds using the Mississippi flyway. There is also a limestone quarry with the usual assortment of fossils 2 miles from the school. Our teachers also seem to lean to the biological sciences; so all in all, even though we cover the field of general science, we are influenced toward the biological sciences.

We aren't satisfied with our science program. We want to improve it. The K-12 science program that has been written and talked about (kindergarten through 12th grade) a lot in the last several years isn't new to us, but we might do well to organize ours in such a way that there would be more continuity throughout the elementary classes and into the junior and senior high school program. As I mentioned

before, we feel it is a must to build a program especially for our less able pupils. We have a qualified Red Cross first-aid instructor on our faculty. We plan to have her give the regular 30-hour first-aid course to our hygiene classes. We want to reexamine each part of our science program to see that it is meeting the needs of our children and is really meaningful. We don't want to be teaching science just to be in style.

### THE PROBLEMS OF TEACHING SCIENCE TO THE DEAF

(Don PEDERSON, Gallaudet College, Washington, D.C.)

#### INTRODUCTION

We are here to discuss science education. A scientist is one who knows more and more about less and less until he knows everything about nothing. We should be interested in three major goals: (1) To get students interested in science. This should not be difficult, since all boys and girls possess curiosity to some extent. We should merely develop this latent curiosity to a higher degree. (2) We must make their task of learning science more easy by developing certain skills. (3) We are interested in developing students who can and will make science their vocation.

#### SCIENCE MAJORS

As a chemistry teacher, I am primarily concerned with the latter, so I will get this out of the way before proceeding to the other two. Recently Mr. Higgins, the head of our chemistry department, compiled a list of all known graduates of Gallaudet who have entered any scientific profession. The list is surprisingly long, considering that we have not had any intensive training courses until recently. I have this list with me and shall be happy to offer it for inspection. We would be pleased if you would note any omissions or corrections to be made. The professions range from physical science aid to persons who own their own laboratory. It includes mathematicians, bacteriologists, and even a chemical engineer. The job potentials for the deaf in the field of science appears limitless. There are very few positions that absolutely require hearing, although it must be admitted that many companies are leery of hiring the deaf. The Federal Government is very liberal in this respect. Recently we had a man from the University of Maryland's poultry department who desired to hire a deaf chemist. His hope is that others may note this and thus open more fields to deaf. I think this is a wonderful attitude.

We have many other graduates who have majored in a science and have entered the teaching profession. Others have found the trades, particularly printing, more lucrative. The recent graduating class included five chemists, two mathematics majors, and three in biology. The physics department only recently began to offer a major and will have its first graduates next year.

#### NONSCIENCE MAJORS

We also have a group of students taking science that is far larger than our major groups. The aims in their cases are much different than those of the students who major in a science. In many ways,

these aims are more important than the vocational training acquired by the major students. These nonmajors fall into two classes: those who are interested in science but would prefer a vocation out of this field, and those who have no interest at all. Regretfully, this latter group is larger than it should be. We find it necessary to require that each student take two courses in science. This is because we believe that every student, no matter whether his major be history, art, or education, will find some value in such courses, even though they may see no value at the time. The student has a choice of chemistry, mathematics, physics, or biology for a total of 16 hours. The question arises: Why should we have to *require* our students to take these courses? The need for at least some knowledge of scientific terminology in today's world should be apparent to all. Why, then, is there such a basic distaste for science? A corollary of this question may be: Why do we have so few science majors among those who are scientifically inclined? In the case of chemistry, I was for some time tempted to believe it was my own fault. I always begin the year with a laboratory exercise in bending glass. No matter how carefully I explain, there is always at least one cut finger. I usually send this student to the infirmary and for the next few days he parades around with his hand swathed in bandages. Naturally this is not a very pleasant introduction to the subject for those students who still must make a choice. Happily, the size of these bandages has decreased the last few years.

Seriously, the basic reason for disliking a physical science seems to be the mathematical aspect of it. I have attempted to solve this by offering two chemistry courses for freshmen. One is designated as the "major" course and is for those who are definitely interested in science as a whole, and chemistry in particular. It is required of those planning further courses in chemistry. The second course is a terminal course and is geared for the nonmajor who has had little or no previous preparation and is weak in math. Here I attempt to eliminate the mathematical problems and spend more time on the relation of chemistry to daily life. The remainder of this paper is devoted to these students. Their problems are quite the same as those who are interested in science. It is just that these weaknesses are apparent to a greater degree.

#### WEAKNESSES OF STUDENTS IN SCIENCE

What are the problems we have with these students? Basically there is a great difficulty with the use of abstract terms and reasoning. I include mathematics in this category. Although much has been written on the difficulty of teaching the abstract to the deaf, I do not believe this difficulty is limited to the deaf—at least not at the college or secondary school level. In chemistry we use a lot of symbols. Take the symbol H. To a scientist this stands for a lot of things. Immediately he pictures an infinitesimally small atom of hydrogen, with a single electron revolving around a single proton. He can go on and describe its physical and chemical properties. I sometimes wonder whether such symbols mean anything to the ordinary student even after a year's work. A classic is the student's definition of  $H_2O$  as hot water and  $CO_2$  as cold water.

In mathematics we are still weak in ordinary algebra, even simple fractions. Many students simply cannot conceive that the fraction

$\frac{2}{5}$  equals 0.40, not  $2\frac{1}{2}$ . It appears that their rule is that the larger number must always be divided by the smaller. The problem of reading need not be discussed here, since that problem is common to all of our subjects, not science alone. Reading in connection with math problems is a special difficulty, for no matter how facile the student becomes in pure math, he still has difficulty in reading a problem and translating it to math symbols. I wish that the math teachers among us would spend more time on this. For example, instead of stating a problem in numbers, such as convert the fraction  $\frac{2}{5}$  to decimal, write it as "What is the decimal equivalent of 2 divided by 5"?

Vocabulary is a comparatively minor problem. We expect to have to teach the student new terms. Still, we do hope that the entering students have at least an elementary vocabulary in science, especially descriptive terms. Quite often during the chore of correcting exams I find a humorous misuse of terms. Did you know that "chlorine is a very irrigating gas"? That "the embryo is borne in the woman's tomb"? Time after time I find the word "violet" spelled violent.

Then there is the difficulty of breaking preconceived ideas that are erroneous. Often this is due to the student's fault of picking up a small item of information and wrongly interpolating it. Johnny notices that a bridge is built to leave an expansion joint at the end. There follows an explanation of how heat causes things to expand and cold makes them contract. Johnny's face lights up: "Oh, so that's why the days are long in summer and short in winter." Other ideas are more serious. As a scientist, I have great belief in an Almighty God and the Bible. However, we do not consider the Book of Genesis as a literal account of the creation of the world, but rather as an allegory. In biology we have difficulty with students who will not even listen to a discussion of evolution, claiming that it is an atheistic view.

#### REMEDIES

I am afraid I have rambled on a little too much about things that all of us are perhaps well aware of. What can we do to improve science education among the deaf? At the college level we simply add to what we get from our secondary schools. We spend so much time on subject matter that there is little we can do to build basic techniques. Thus it is your responsibility as secondary-school teachers to develop your students to enable them to further their science education more easily than they have been doing. I am well aware that this is more easily said than done. Your problems are much more difficult than mine. The large majority of your students do not intend to pursue a college education. You have small classes with greatly varying abilities within them. It is usually not feasible to offer separate courses in physics, chemistry, or biology.

Let us depart from the question of subject matter. There are basic things that can be built up. Myron Leenhouts, in his master's thesis, states that we should develop observation, discrimination, imagination, and accuracy of thought, this latter point is stressed often by other writers. A recent article by James McKeon of the Wisconsin School entitled "Problems of Teaching Science to Deaf Children" is one of the best that I have read on the subject. I heartily recommend that you read it if you have not already done so. In it he states that the goals of elementary science should (and *can*) be: responsibility,

cooperation, use of initiative, application of experience and use of skills.

What can be done to accomplish these goals? McKeon gives an excellent résumé. Basically, we expect *too little* of the deaf student. Initiative cannot be developed if we baby our students. From my own experience with the preparatory students in science, I find that they *can* do things on their own, given the proper guidance. Note that I say guidance. I do not want, nor should you, to give them the *answers* when such answers are either available in their texts, reference books or are obtainable by logical reasoning. No mind will begin to function if it does not have to do so. Possibly the best way of opening minds is by using projects. You have all heard of science fairs. Since 1952 we have had a small one at Gallaudet. The average completed project comes nowhere near the perfection of those we see in the fairs of hearing schools. This is due to several factors. Many of our students have never even seen a project before, or if they have, only the prize winners, which are far more complex than I desire our students to make. Again, there is the lack of home guidance, use of proper equipment and materials. Some of my students come up with completed projects I would never have dreamed they were capable of doing. They went out and came back with materials I would have difficulty obtaining myself. True, their poster work was not too good. In fact, some of the completed projects were atrocious, but on the whole I think the idea is excellent. With your smaller classes you can do much better than I did. The time consumed is not important. Nor is it necessary to culminate the project with an exhibit. The goals attained, the basic skills, are better than the vicarious knowledge learned from the text. Facts are easily forgotten if just read, but if they are applied to something to show to others, they become engraved in the memory.

Where should we begin instructing our students in science? The earlier the better. In preschool they can plant seeds, and have a fish bowl. It wouldn't be science in the sense that we call it that, but the goals would be the same as those mentioned previously. I would go so far as to suggest that the entire school program revolve around science. English, literature, math, and history can all be pointed toward science. I know such a total program is fanciful—but why can't the English teacher request themes on science; the history teacher point out the advances of science in the various periods of time that are studied? The speech teacher may well use current science topics for speech and speech reading exercises.

#### DEVELOPMENT OF THE TEACHER

We have been discussing the student. What about the *teacher of science*? Are we doing the best we can, or do we blame the quality of our students rather than the quality of our teaching? On the collegiate and secondary level, mediocrity in science teaching can be perilous. This, more than anything else, causes lack of interest among our students.

First, what is Gallaudet College doing to develop *science* teachers? I believe our college turns out good teachers with a strong background in knowledge of how to teach the deaf. However, much more could be done in terms of subject matter. I believe it takes a scientist to

teach a scientist. True, we do require two science courses of all of our students, but they do not learn how to give a demonstration or how to use simple materials. At present, methods of teaching science occupies only a week or two in a general methods course. I would suggest that you request the college to reinstate the course in methods of teaching science.

For those of you who are already teaching, I strongly urge you to broaden your knowledge of science in every possible way. I will assume that you are good teachers, but are you doing anything beyond the text? The ability to draw in related subjects is important. How can we improve ourselves? How many of you subscribe to, or regularly read, any professional magazine in science? To cite two of value: "The Science Teacher" and "School Science and Mathematics." The weekly paper Current Science and Aviation will broaden your students' horizon considerably, to say nothing of your own. For myself, I find that it is extremely valuable to study outside of the college and to work in a laboratory during the summer. I may not be able to apply directly anything that I learn, but there is a constant supply of new ideas and knowledge of the "outside world."

One final suggestion—one that I hesitate to make, for the simple reason that I doubt if I would follow my own advice—is to take the TV courses that are offered in chemistry and physics. "Atomic Physics" was offered last fall and will be repeated at 6 a.m. It will be followed by a new introductory chemistry course at 6:30 a.m. This is intended for secondary school teachers. I believe that the demonstrations alone will be worth getting up for.

I hope I have not wasted your time by rambling on so long. To paraphrase Thoreau—if we have built castles in the air, our work need not be lost. That is where they should be. Now go and put the foundations under them.

#### THE SCIENCE PROGRAM AT THE CALIFORNIA SCHOOL FOR THE DEAF AT BERKELEY

(HAROLD H. RAMGER, teacher, California School, Berkeley)

Education, especially science education has taken on an entirely new aspect with our current emphasis on space travel and rockets. The California School for the Deaf at Berkeley, in line with its policy, endeavors to keep up with modern trends. Consequently we have made quite a few momentous changes in our science curriculum.

For one thing, it was customary in the past for our seniors to have only a brief review of science while mathematics and English, with the Gallaudet College examinations in mind, were stressed. Today all advanced classes including our seniors are required to spend a full period daily in the science classroom. Early last year after hearing reports on the Gallaudet College curriculum in science it was decided to initiate a course for our college-bound seniors designed to equip them to better cope with the subject during their preparatory year. As a result our science department has established entirely new courses of study in biology and chemistry and we hope next year to establish a course in physics.

When we first proceeded to break ground for this new trend it was suggested that our pupils were neither prepared nor ready for such

advanced courses of instruction. As the prevailing concept is to minimize instruction in elementary phases of science and to start the pupils right out with an introduction to the atom, something unheard of a few years back, we decided to go ahead and "make them reach." It would obviously be impossible to feed our college-material classes and our noncollege classes the same scholastic food and accordingly we prepared the initial program with the more able students in mind. We have already started on a modified program for our other pupils, but this is not yet complete.

While some elementary science is taught in our intermediate department, it now becomes a scheduled subject in the sixth grade, or upper intermediate level. In our advanced department, which comprises the 8th to 12th grades, we have two teachers who specialize in science. Each class in our advanced department spends 45 minutes daily in the science classroom. In grades eight and nine we teach general science and the textbook selection usually depends on the ability of the class, but we do like the "How and Why" series of science textbooks published by the L. W. Singer Co. and "Discovering Our World" published by Scott Foresman & Co. During these 2 years we try to give our pupils a well-balanced science fare. In the 10th grade, classes take up biology.

We have discovered two excellent biology texts which I strongly urge all interested parties to investigate. The first, which we use, is "Living Things" by Fitzpatrick and Bain, printed by the Henry Holt Co. It is an excellent textbook for deaf children, simply written while still retaining the essentials of a satisfactory biology course. In addition, there is a wonderful accompanying workbook which is admirably suited to the limited reading ability of the average deaf pupil. The second, "This Is Your Biology," by Smith and Lionsbee and printed by the Harcourt, Brace Co., is a new book recently published. It was written for the "bookshy" students and, while containing plenty of "meat," maintains its language content on a very simple level.

During the 11th year, we teach chemistry. We have been unable to find the equivalent of these biology books in a chemistry text, but the closest we have come to succeeding is with the book, "Living Chemistry" by Bush, Ahrens, and Easley which is printed by the Henry Holt Co. This is not a simple book, but several of our students have done well with it. Most, with effort, manage to get along although a few do not fare so well.

We are planning to teach physics during the 12th year and are looking for a suitable textbook. If you know of one, we would appreciate hearing about it.

We are fortunate in the possession of a new, modern, and well-equipped laboratory which our pupils put to good use with individual work during the biology and chemistry courses. A science laboratory is a very expensive room and the necessary equipment is also high, but I would like to assure you that we consider it money well spent. It is our belief that deaf children are frequently very poor in the field of abstract thought and in the comprehension of the cause and effect of phenomena. In the laboratory these skills are trained and used to their fullest capacity. There are also numerous opportunities to apply English skills when following a laboratory workbook. With a pure English workbook it frequently happens that the pupils become

bored and can make haphazardous guesses for answers without really reading the instructions or content. Not so in the chemistry laboratory. In this case, where manual activity is involved, the pupils are usually enthusiastic and interested. To carry out a successful experiment requires careful reading, ability to follow instructions, accurate observations and completely original language for descriptions and answers. In other words, we feel that we are killing three or four birds with one stone in the science laboratory. We also have a deep-seated conviction that the rapidly-growing scientific fields are going to offer more and more occupational opportunities for our more capable pupils. In the same vein, we feel that it is our responsibility to encourage and cultivate their interest in this field while at the same time we do our best to help them prepare themselves for the rigorous curriculum involved.

In tribute to our new curriculum, during our annual open house on Washington's birthday, we were visited by a number of our former pupils who had attended Gallaudet College for a short time. They all expressed approval of our chemistry program along with regret that it had not been established in time for them to benefit from it. Several suggested the immediate addition of a course in physics.

The pupils in the science classes are required to keep accurate notebooks with a complete set of adapted notes and diagrams. The notes are copied by the pupils from the board and the diagrams from the textbook. Immediately after the pupils have finished copying the teacher goes over the notes on the board, word-by-word, with the purpose not only of explaining the inner meaning of the statements, but also of clarifying every word and expression. The pupils are thus introduced to the concept of note-making, a skill they will later have to employ for themselves.

One period a week is devoted to a quiz on the notes and the notes are accumulated for the entire term. This way the load is not too heavy when the pupils first start out at the beginning of the term, but as the store of notes grows larger, they are required to maintain a larger and larger stock of facts in their heads. Weekly scores are charted on individual graphs which are posted on the classroom walls. I am a strong believer in competition as motivation and this system has been very successful in arousing and maintaining pupil enthusiasm.

#### THE SECONDARY SCIENCE PROGRAM AT THE NORTH CAROLINA SCHOOL

(WILLIAM M. SIMPSON, teacher, North Carolina School, Morganton)

The program of secondary science at the North Carolina School covers the 9th, 10th, 11th, and 12th grades which is equivalent to that of a regular junior high school science program. By secondary science we mean general science in its fullest sense with no attempt whatsoever at teaching a specialized branch of science as a course in itself, such as biology, chemistry, or physics. We feel that the average deaf pupil will benefit more by being exposed to increasingly difficult general science studies over a 4-year span than by teaching any one of the specialized branches of science. Our philosophy is to regard science as a means to an end, not an end in itself. The end is a better under-

standing of English, and science is one of the means we use in our attempts to achieve that end.

The secondary science program was started several years ago when a large room was set aside and equipped as a combination classroom and laboratory. A teacher was assigned to this room and taught all the science classes in rotation. This has its advantages. It makes it possible for the teacher to plan his work over the 4 years that a class will rotate to him and to gear the work according to the level of each class, while making allowances for individual differences. A science room permits the accumulation of equipment and teaching aids over a period of time and adds to the richness of the subject taught. Such a room also becomes a sort of lending library for the other teachers of nonrotating classes who often need some equipment for demonstrations of their own. Like in the Little Red School House, a pupil rotating to the science classroom is exposed to the boardwork and experiments of the classes behind or ahead of him. So he is more or less unconsciously absorbing something new or reabsorbing what has already been learned.

Almost from the beginning of the program at our school there has been no lack of equipment for illustrating most phases of general science. The problem has been, and still is, the selection of suitable textbooks. With the average reading ability of our deaf pupils as we knew it to be, coupled with the often needlessly detailed and wordy science texts, a compromise had to be made. After experimenting with several science texts we found merit in a type of book called a worktext, which is published as the Steck Science Series by the Steck Co., of Austin, Tex.

This worktext combines the features of both a textbook and a workbook, hence its name—worktext. It combines a minimum of reading about the phase of science being studied and is followed by several pages of problems that bring the key points and vocabulary to the student's attention. With a minimum of reading and subsequent explaining to be done, the teacher has more time to supplement the work as the need arises, especially in guiding pupils with actual experiments which are richer and more meaningful sources of learning. The problems in the worktext can be done vicariously by careful reading and are ideal for homework. In short, the worktext provides an outline of work to be followed, the problems provide reading exercises, and the teacher provides the experiments desired. The last mentioned is where we meet the needs of the brighter pupils. Extra experiments can be given them anytime.

Good science teaching demands the use of illustrative materials. The North Carolina School is fortunate in having a very large collection of filmstrips for all subjects taught. There are 140 filmstrips on nature and science alone.

Another feature of our science program is the science fair. Every year we visit the local science fair and follow this up by encouraging our pupils to work on some science project which we display in an in-school science fair. The exhibits so far have been of the simplest kind. We feel, however, that some pupils will mature in this kind

of work and eventually do a project creditable enough to warrant entry in the district school fair.

Classes at the North Carolina School meet five times weekly for 50 minutes per period. We have a 10-month school year or 200 days. As far as teaching science is concerned, our long school year is an advantage, as it permits us to do the regular 9 months of work plus an extra month's time to devote to field trips and science fair activities. We have to give a lot of time to the science fair activities, because our tightly scheduled day does not leave much time for doing science fair activities out of class. A pupil is responsible for providing his own materials for his science fair project, and we give him the time and place to assemble it in the science classroom.

In closing we would like to say that a good secondary science program should be geared to serve the needs and achievement level of the *average* deaf pupil. If the program has flexibility, the teacher can see to it that the brighter pupils are given extra work while going along at the pace of the average pupil.

Finally, we would like to suggest the possibility of Gallaudet College, with its research facilities, in assisting us with our science programs. The college could provide suggested outlines of study which could be evaluated and worked into our program. This would go a long way toward raising the standards of science teaching in our schools for the deaf.

### WEDNESDAY EVENING, JULY 1, 1959

*Gymnasium, 8:00 p.m.*

#### Business meeting:

Dr. Edward R. Abernathy, president, presiding.

Guest speaker: Mr. Everett Conover, "The Care and Feeding of Wives."

Interpreters: Melvin H. Brasel, Doris Hudson, Kenneth F. Huff.

**Dr. ABERNATHY.** The business meeting will please come to order. There is a considerable amount of business to be transacted tonight, and we want to get the show on the road. How many members are present? Will you raise your hands, all who are members. We require 100 present to conduct business, and 150 to amend the constitution. I don't doubt but that there are 150 present.

First of all, we will have the reports from the standing committees. The first of these is the Treasurer's Report.

JULY 1, 1959.

#### TREASURER'S REPORT

To: Dr. Edward R. Abernathy, president; officers, directors, and members of the Convention of American Instructors of the Deaf.

GENTLEMEN: As treasurer of the Convention of American Instructors of the Deaf I beg to submit the following report covering the period from June 6, 1957 through June 9, 1959.

All receipts, disbursements and deposits have been examined and verified by the firm of Peat, Marwick, Mitchell & Co. (certified public accountants), Albuquerque, N. Mex.

Their summary and verification of my records are included in this report.

Our organization has continued its growth trend in recent years. As a matter for the record, I am including the following record of our membership in this report.

	Members		Members
1934	718	1947	1,047
1935	970	1948	909
1936	812	1949	1,217
1937	1,076	1950	1,054
1938	915	1951	1,276
1939	906	1952	1,050
1940	732	1953	1,270
1941	1,171	1954	1,732
1942	719	1955	2,007
1943	732	1956	1,828
1944	651	1957	2,154
1945	829	1958	2,139
1946	881	1959	2,417
Total receipts to June 9, 1959			\$10,492.88
Total disbursements			10,214.27
Excess of receipts over disbursements			278.61
Capital, June 9, 1959			\$0,974.08

I thank you for your consideration, and I know that we all appreciate the splendid cooperation that is being extended our organization by educators of the deaf and the hard-of-hearing in both the United States and Canada. We are pleased that so many of them have found it possible to attend our meeting here in Colorado Springs. A total of 719 persons have registered for this meeting.

Very sincerely,

THOMAS DILLON, *Treasurer.*

ALBUQUERQUE, N. MEX.

ACCOUNTANTS' REPORT

*The Board of Directors, the Convention of American Instructors of the Deaf:*

We have examined the statement of receipts, disbursements, and capital for the period from June 6, 1957, to June 9, 1959, of the Convention of American Instructors of the Deaf (a nonprofit educational corporation without capital stock). Our examination was made in accordance with generally accepted auditing standards, and included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

Included in the above procedures was an examination of all cash receipts shown by the books, and these were traced to the depositary. All checks paid during the period under review were inspected and compared with their respective entries in the cash journal. All of such disbursements were supported by invoices or were approved by the president. Cash on deposit at June 9, 1959, of \$3,624.88 was confirmed direct to us by the First National Bank of Santa Fe, N. Mex. The deposit of \$3,349.20 with the Albuquerque Federal Savings & Loan Association was confirmed direct to us by the association. The U.S. Treasury bonds with a face value of \$3,000 were inspected.

As the statement was prepared on a cash receipts and disbursements basis, we are unable to express an opinion on the financial position of the Convention of American Instructors of the Deaf at June 9, 1959; however, in our opinion, the statement of receipts, disbursements, and capital for the period from June 6, 1957, to June 9, 1959, presents fairly the results of operations on a cash basis.

PEAT, MARWICK, MITCHELL & Co.,  
*Certified Public Accountants.*

ALBUQUERQUE, N. MEX., June 17, 1959.

## THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF

Statement of receipts, disbursements, and capital, June 6, 1957, to June 9, 1959

## Receipts:

## Membership fees:

1957	\$172.00
1958	4,278.00
1959	4,750.00
Registration: 1957 convention in Knoxville, Tenn.	912.00
Interest on deposit with Albuquerque Federal Savings & Loan Association	209.11
Interest on U.S. Treasury Series G bonds	100.00
Refund—Unused portion of allowance for expenses from Dr. Edward Abernathy	71.77
Total receipts	<u>10,492.88</u>

## Disbursements:

Contributions and assistance to American Annals of the Deaf	4,639.00
Expense contribution for delegates to International Congress on the Modern Educational Treatment of Deafness in England	2,400.00
Expenses, 1957 proceedings	1,049.99
Expenses, 1957 convention at Knoxville, Tenn.	310.83
Accounting services, 1957 CPA report	105.00
Advance loan (\$500) and expenses to date for 1959 convention	970.11
Treasurer's salary and expenses	260.00
Postage, printing, and supplies	229.83
Telephone calls	122.43
Miscellaneous travel	114.08
Safe deposit box rental	11.00
Duplicate membership refund	2.00
Total disbursements	<u>10,214.27</u>
Excess of receipts over disbursements	278.61
Capital, June 6, 1957	<u>9,695.47</u>
Capital, June 9, 1959	<u>9,974.08</u>

## Capital represented by:

Cash in First National Bank of Santa Fe, N. Mex.	3,624.88
Deposits in Albuquerque Federal Savings & Loan Association	3,349.20
U.S. Treasury bonds, Series G, at face value	3,000.00
Total	<u>9,974.08</u>

Dr. ABERNATHY. The Treasurer's Report is received and will be held pending the report of the Auditing Committee. The Auditing Committee will report next.

(Mr. Giangreco, chairman of the Auditing Committee, reported that the books had been audited and found to be in order. He then moved to accept the figures as reported by the Treasurer.)

Dr. ABERNATHY. It has been moved and seconded that we accept the auditor's report. You understand, that carries with it the approval of the Treasurer's Report. Those in favor will please raise your right hand. Opposed, same sign. The report is adopted.

Before I continue I want to thank Tom Dillon for his very able conduct of his office. That's a big job and he has done it well. I also wish to thank the New Mexico School for the assistance they have given through secretarial help.

Next is the report of the Necrology Committee. That will not be given at this time. Dr. Powrie Doctor handles that and the reports are published in the Annals each January. I would like to have a motion to accept the report as printed.

(Motion was duly made and seconded.)

All those in favor raise their right hands. Opposed? Carried.

REPORT OF NECROLOGY COMMITTEE

Dr. Powrie V. Doctor, editor  
American Annals of the Deaf, Chairman

Name	Born	Died	Address
Andrews, Harriet E.		July 21, 1957	Rochester School, Rochester, N.Y.
Barnes, Harvey Buxton	June 12, 1901	Jan. 12, 1958	Western Pennsylvania School for the Deaf.
Bateman, George	Apr. 19, 1875	Jan. 14, 1955	Halifax School for the Deaf, Halifax, Nova Scotia.
Blankenship, Robert Atwell		July 2, 1954	Virginia School for the Deaf, Staunton, Va.
Blattner, Mrs. J. W.		Apr. 5, 1958	Texas, North Dakota, and Oklahoma Schools for the Deaf.
Brill, Tobias		July 21, 1957	New Jersey School, West Trenton, N.J.
Carter, Miss Clyde		Oct. 14, 1958	Arizona School for the Deaf, Tucson, Ariz.
Constantia, Sister M.		July 16, 1957	St. Mary's School, Buffalo, N.Y.
Coolidge, Grace Goodie	1879	July 8, 1957	Clarke School, Northampton, Mass.
Christmas, Jeannette J.		May 3, 1957	Pennsylvania School, Mount Airy, Pa.
Cryder, Helen		Nov. 19, 1957	Kennedy School, Dayton, Ohio
Davies, Everett		Nov. 9, 1958	New York School for the Deaf, Central Institute, and Western Pennsylvania School for the Deaf.
Davis, W. H.	1874	Apr. 24, 1954	Texas School, Austin, Tex.
Day, Mrs. Ellen Lyle	Dec. 30, 1868	Mar. 7, 1958	Gallaudet College and the Missouri School for the Deaf.
Fay, Helen	Oct. 31, 1881	Apr. 22, 1957	Kendall School, Washington, D.C.
Foltz, Edward S.	July 7, 1893	May 19, 1958	Kansas, Louisiana, Arkansas, and Oklahoma Schools for the Deaf.
Gardner, Helen		Oct. 13, 1958	Junior High School 47, New York City.
Garretson, Audrey	Oct. 10, 1926	Dec. 5, 1957	Montana and Utah Schools for the Deaf.
Graveline, Rev. Br. Alfred, CSV	May 27, 1877	Aug. 4, 1958	Institution Catholique des Sourdes-Muets, Montreal, Quebec.
Hauberg, Margaret	1869	Dec. 6, 1957	Louisiana School, Arkansas School, and the West Virginia School.
Hoge, Leslie		Feb. 10, 1958	Kansas School for the Deaf, Olathe, Kans.
Hogle, Eugene	Sept. 13, 1891	July 25, 1958	Florida School for the Deaf, St. Augustine, Fla.
Kenduck, Harry L.		Mar. 10, 1958	Junior High School 47, New York City.
Kennedy, Richard	Nov. 9, 1914	May 1, 1958	Mississippi, West Virginia, and American Schools for the Deaf.
Kepler, Adele M.	Sept. 29, 1890	Jan. 28, 1957	Illinois School for the Deaf, Jacksonville, Ill.
Kerr, M. Marcus	May 16, 1896	Apr. 1, 1958	New Jersey School for the Deaf, Trenton, N.J.
Lauder, Lorne R.	May 2, 1904	Oct. 12, 1957	Idaho School for the Deaf, Gooding, Idaho.
Murphy, James W.		Sept. 1954	Halifax School for the Deaf, Halifax, Nova Scotia.
McCullough, Lucille		Feb. 13, 1958	Georgia School for the Negro Deaf, Cave Spring, Ga.
Reynolds, Ralph E.	Nov. 10, 1880	June 28, 1958	Clarke School for the Deaf, Northampton, Mass.
Ritzert, Sister Rose Gertrude		Aug. 30, 1957	St. Mary's School, Buffalo, N.Y.
Roberts, Arthur L.	Aug. 9, 1881	Nov. 3, 1957	National Fraternal Society of the Deaf.

## REPORT OF NECROLOGY COMMITTEE—continued

Name	Born	Died	Address
St. Amant, Mrs. Zilphia Odom	Feb. 26, 1893	Dec. 27, 1956	Louisiana School for the Deaf, Baton Rouge, La.
Stovall, Mrs. Mary C.	Apr. 1, 1900	Apr. 25, 1957	Mississippi School, Jackson, Miss.
Taylor, John T.		Oct. 10, 1957	Illinois School for the Deaf, Jacksonville, Ill.
Taylor, Luther	Feb. 21, 1875	Aug. 22, 1958	Kansas, Iowa, and Illinois Schools for the Deaf.
Thornberry, Mary		July 10, 1958	Texas School for the Deaf, Austin, Tex.
Watkins, Helen Watrous	Feb. 24, 1896	Nov. 24, 1957	North Carolina School for the Deaf, Morganton, N.C.
Weingarten, Mrs. Jessie B.	May 1895	Aug. 1967	McKinley School, Pasadena, Calif.
Wood, Mrs. Hattie L.	Mar. 24, 1893	Oct. 18, 1955	Gallaudet Day School, St. Louis, Mo.
Wright, Alexander S.	Dec. 21, 1887	May 31, 1957	Colorado School, Colorado Springs, Colo.

**Dr. ABERNATHY.** Next, we will have the report of the Resolutions Committee. Mr. Ambrosen is chairman, and Dr. Quigley and Mr. Siders the other members.

## RESOLUTION NO. 1

Being mindful of the unlimited time and endless labor required to produce such an excellent convention program, be it

*Resolved*, That the sincere appreciation of those attending this convention be conveyed through this resolution to Mr. and Mrs. Roy M. Stelle and the staff of the Colorado School for the Deaf and the Blind for their gracious hospitality and untiring efforts in providing for the comfort of the members of the Convention and for the acts of hospitality that have been extended.

That the convention thank the board of trustees of the Colorado School for the Deaf and the Blind for making the excellent facilities of the school available.

That we express our appreciation to Dr. Edward R. Abernathy, president of the Convention, and to Dr. Richard G. Brill, vice president, and to the other officers and to the directors for arranging a most interesting and challenging program which included thought-provoking speakers and a unique workshop arrangement, and to Mr. Donald Wilkinson for his services in printing materials for this convention.

That we thank the section leaders and their coworkers for the splendid manner in which they met the challenge of organizing the programs for their workshops which were conducted at this convention for the first time in its long and illustrious history.

That we thank the many interpreters for their faithful work in making it possible for the deaf to enjoy the programs and participate in the workshops.

**Mr. AMBROSEN.** Mr. President, I move that the resolution just read be adopted.

**Dr. ABERNATHY.** You have heard the motion. Is there a second? Mrs. Elstad seconded it. All in favor will raise their right hand. Opposed? The resolution is adopted.

## RESOLUTION NO. 2

The following resolution is submitted to the Conference of Executives of American Schools for the Deaf by a workshop group that spent a full day in deliberation of the roles, duties, responsibilities, and valuable contributions of houseparents in our residential schools for the deaf:

*Resolved*, That we request the Conference of Executives of American Schools for the Deaf to consider and investigate the possibilities of (1) setting up a minimum standard of requirements for candidates for positions as houseparents in our residential schools for the deaf and (2) that the conference also consider and investigate the possibilities of setting up a program for certification for those holding the position as houseparents."

The term "houseparent," as used in this resolution would refer to those people who may be serving in the same capacity but under other titles, such as matrons, counselors, supervisors, and deans.

#### RESOLUTION No. 3

The following resolution is submitted to the Convention of American Instructors of the Deaf by a workshop group that spent a full day discussing the role of the houseparent in the education of deaf children:

*Resolved*, That the Convention of American Instructors of the Deaf investigate the possibilities of (1) including as bona fide members those men and women serving as houseparents in our residential schools for the deaf, recognizing the fact that these houseparents are, indeed, instructors in every sense of the word and (2) that there be a section on the programs of future conventions designed to meet the needs of the houseparent."

The term "houseparents," as used in this resolution would refer to those people who may be serving in the same capacity, but under other titles, such as matrons, counselors, supervisors, and deans.

**Mr. AMBROSEN.** Mr. Chairman, I move the adoption of these resolutions.

**Dr. ABERNATHY.** You have heard the resolutions. Mr. Young seconds. Are you ready for the question? Those in favor will please raise their right hand. Opposed? The resolutions are adopted.

#### RESOLUTION No. 4

The Convention of the American Instructors of the Deaf is by tradition and constitutional provision international in scope, embracing those schools and instructors of the deaf in the United States of America and in Canada. Patriotic recognition in the past has been given to the United States in the display of its national flag and by the singing of appropriate patriotic songs.

*Resolved*, That this convention here assembled go on record as endorsing the display of the Union Jack, the flag of our sister nation, along with the flag of the United States of America, and the singing of appropriate patriotic songs of both nations at all general sessions of the conventions assembled.

**Mr. AMBROSEN.** Mr. Chairman, I move the adoption of the resolution just read.

**Dr. ABERNATHY.** You have heard the resolution just read. Is there a second? Those in favor will raise your right hand. Opposed? The resolution is adopted.

#### RESOLUTION No. 5

That the members of the convention express their deepest sympathy to the family of Mr. Harold W. Green, superintendent of the Utah school, in the tragic accident which removed from our midst a valued friend and coworker.

In recognition of his many years of meritorious service as superintendent of the Kentucky School for the Deaf, we send our best wishes to Dr. Madison J. Lee, upon his retirement.

**Mr. AMBROSEN.** I move the adoption of the resolution.

**Dr. ABERNATHY.** That doesn't call for a second. All those in favor will raise your right hand. Opposed? The resolution is adopted.

Next, we will have a report from the membership committee. This is not a standing committee. At Knoxville 2 years ago a motion was adopted that the president appoint a committee to study requirements for membership in the convention. Now, the constitution provides that the eligibility of applicants for membership shall be determined by the executive committee. Accordingly, a subcommittee within the executive committee was appointed for this study with Dr. Tillinghast as chairman, the other members being Mr. Demeza, Mr. Galloway, Sister Rose Gertrude, and Dr. McClure. Since member-

ship is a constitutional matter, any change will require a constitutional amendment with 150 members present and a two-thirds vote. Dr. Tillinghast will give you a report.

#### REPORT OF MEMBERSHIP COMMITTEE

**Dr. TILLINGHAST.** Mr. President and members of the convention, the committee, which was just described to you, made a study of article III regarding members of this association, and would like to recommend the following changes to bring our present constitution more in line with our present needs. I think the best way to present this would be to read the sections of article III as they now exist in our constitution, and then read our recommended changes.

Section 1 of article III in your present constitution reads as follows:

All persons actively engaged in the education of the deaf may enjoy all the rights and privileges of membership in the association on payment of the prescribed fees and agreeing to this constitution.

Your committee would like to recommend that section 1 be changed to read as follows:

SECTION 1a. All persons actively and directly engaged in the education of the deaf in the United States and Canada may enjoy all the rights and privileges of membership in the association upon payment of the required fees and agreeing to this constitution.

Sec. 1b. Persons engaged in fields of endeavor closely related to the education of the deaf and persons actively engaged in the education of the deaf in foreign countries may become associate members of the association upon payment of the required fees and agreeing to the constitution.

Sec. 1c. "Associate members" shall enjoy all the rights and privileges of membership except those of voting and holding office.

**Dr. TILLINGHAST.** We move that section 1, as read, be adopted.

**Dr. ABERNATHY.** Is there a second? Mr. Stelle seconds. You have heard the proposed amendment to the constitution. Is there any discussion? Are you ready for the question? Those in favor please raise your right hand. Opposed? The amendment is adopted.

**Dr. TILLINGHAST.** Section 2 in the present constitution reads as follows:

Sec. 2. Eligibility of applicants is to be determined by the standing executive committee and reported to the convention.

We would recommend this be changed as follows:

Sec. 2. Eligibility of applicants for membership shall be determined by the standing executive committee and reported to the association.

**Dr. TILLINGHAST.** I move this change be adopted.

**Dr. ABERNATHY.** Is there a second? Mr. Clatterbuck seconds. Is there any discussion? All those in favor? Opposed? The amendment is adopted.

**Dr. TILLINGHAST.** Section 3 of the present constitution reads:

Sec. 3. Any person may become an honorary member of the association, enjoying all the rights and privileges of membership except those of voting and holding office, or being elected by vote of the association.

We would recommend the following change:

Sec. 3. A member or former member of the association who has retired from active service may continue his membership with all the rights and privileges except that of holding office upon payment of the required fees and agreeing to this constitution.

**Dr. TILLINGHAST.** I move its adoption.

**Dr. ABERNATHY.** Dr. Quigley seconds. Any discussion? Those in favor please raise their right hand. Opposed? The amendment is adopted.

**Dr. TILLINGHAST.** Section 4 of the present constitution reads as follows:

SEC. 4. Each person joining the association shall pay an initiation fee of \$2 and annual does of \$1, but the payment of the initiation fee may be waived by the executive committee.

To my knowledge nobody has ever paid an initiation fee to this organization. Your committee recommends this section be changed to read as follows:

SEC. 4. Each person joining the association shall pay annual dues of \$2.

**Dr. TILLINGHAST.** I move its adoption.

**Dr. ABERNATHY.** Any discussion? It is moved and seconded the amendment be adopted. Those in favor will raise their right hand. Opposed, the same sign. The amendment is adopted.

**Dr. TILLINGHAST.** We are now on section 5. The present constitution reads:

SEC. 5. There shall be in addition a registration fee of \$1 for each person registered at each regular meeting.

We would recommend that section read as follows:

SEC. 5. In addition to the annual dues a registration fee shall be paid by each member registered at each regular meeting of the association. The amount of this fee shall be determined by the standing executive committee. Nonmembers attending the regular meetings of the association shall pay the required registration fee.

**Dr. TILLINGHAST.** Mr. Chairman, I move this section be adopted.

**Dr. ABERNATHY.** Mr. Grace seconds the motion. All in favor please raise your right hand. Opposed? The amendment is adopted.

**Dr. TILLINGHAST.** Section 6 of the present constitution reads as follows:

SEC. 6. Any member of the association desiring to commute the annual dues into a single payment for life shall be constituted a life member on the payment of \$20.

**Dr. TILLINGHAST.** I understand that Bill McClure did a little checking up on our life members and in one instance he found we had been sending the proceedings to a life member who had been dead for the last 10 years, and it's a very difficult thing to keep track of them, so your committee would recommend that this section be deleted.

Mr. Chairman, I so move.

**Dr. ABERNATHY.** You have heard the motion. Mr. Stelle seconds. Any discussion? If not, those in favor will please raise their right hand. Opposed? The motion is carried.

**Dr. TILLINGHAST.** Section 7 reads as follows:

SEC. 7. Applications for membership must be made to the treasurer, who will receive all membership fees and dues. All privileges of membership are forfeited by the nonpayment of dues.

Your committee would amend that to read as follows:

SEC. 7. Applications for membership must be made to the treasurer, who will receive all membership fees and dues. If there is a question about the eligibility of an applicant for membership, the treasurer shall refer the application to the standing executive committee. All privileges of membership are forfeited by the nonpayment of dues.

Dr. TILLINGHAST. Mr. Chairman, I move the adoption of section 7 as read.

Dr. ABERNATHY. You have heard the motion. Is there a second? Mr. Demeza seconds. Any discussion? All those in favor will please raise their right hand. Opposed? The amendment is adopted.

Dr. TILLINGHAST. That concludes our report.

Dr. ABERNATHY. I think there are some other amendments. There have been several discussed in the executive committee, and two of them have been prepared by Dr. Brill. I will now call on him to give those.

Dr. BRILL. Both of these amendments pertain to the article which is concerned with officers, and I will do as Dr. Tillinghast did, and that is to read the article as it now stands, and then read the recommended changes.

Article IV, section 1, now reads:

SECTION 1. At each general meeting of the association there shall be elected by ballot a president, first vice president, second vice president, secretary, treasurer, and three directors, and the immediate past president, these nine persons forming the standing executive committee of the convention. They shall continue in office until their successors are elected, and shall have power to fill vacancies occurring in their body between general meetings.

Dr. BRILL. There is no recommended change in regard to what officers shall be elected, so I will read the part of the section which has the change:

SECTION 1. \* \* \* They shall continue in office until the close of the convention program at which their successors are elected, and shall have power to fill vacancies occurring in their body between general meetings.

I move the adoption of this amendment.

Dr. ABERNATHY. You have heard the motion. Is there a second? Dr. Boatner seconds. Any discussion? If not, those in favor will raise their right hand. Opposed? The amendment is adopted.

Dr. BRILL. Article IV, section 2, which pertains to officers, reads as follows:

SECTION 2. There shall be elected by ballot at each general meeting of the association 19 leaders of committees as follows: 1 for a section on supervision, 1 for a section on preschool and kindergarten, 1 for speech development, 1 for auricular training and rhythm, 1 for curriculum content, 1 for vocational training, 1 for art, 1 for health and physical education, 1 for social and character training, 1 for a section on publication, 1 for day schools, 1 for multiple handicaps, 1 for deaf teachers, 1 for reading, 1 for research, 1 for secondary education, 1 for social studies, 1 for visual education, and 1 for language. Before the adjournment of each general meeting, or immediately thereafter, the leader of each section shall report to the executive committee for confirmation nominations of a chairman and additional members, not to exceed 4, to serve on such committee.

Dr. BRILL. The proposed change would read as follows:

SECTION 2. The president, with the concurrence of the executive committee, shall designate such sections as seem advisable for the functioning of the association and shall appoint the section leaders thereof.

Dr. BRILL. Mr. President, I move the adoption of this amendment.

Dr. ABERNATHY. You have heard the motion, and it has been seconded. Any discussion? If not, all those in favor will please raise their right hand. Opposed? The amendment is adopted.

We next have a report on a matter of joint concern to both the conference and the convention. I will call on Dr. McClure at this time.

Dr. McCCLURE. Mr. President, and members of the convention, at the meeting of the executive committee on Sunday afternoon some attention was given to the situation regarding the *Annals* whereby the *Annals* is the official organ of the Convention of American Instructors of the Deaf, and also of the Conference of Executives of American Schools for the Deaf. Support for the *Annals* comes from the convention, but the entire control of the publication is in the hands of the executive committee of the conference. The executive committee of the convention decided to ask the conference if they would consider sharing control of the *Annals*. This matter was brought up at the business session of the conference this afternoon, and they agreed to appoint a committee to work with a committee to be appointed from the convention, to discuss a share in the control of the *Annals* between the two organizations.

I therefore move that the president be empowered to appoint a committee from the convention to meet with a committee from the conference to discuss control of the *Annals*, the official organ of both these organizations.

Dr. ABERNATHY. Is there a second to that motion? Mr. Grace seconds. Any discussion. All in favor will please raise their right hand. Opposed? The motion is adopted. Next we will have a report of the committee on changing the name of the convention. There was such a committee reported at Knoxville, but there was insufficient time for the study, and there was a recommendation that a new committee be appointed. This recommendation was approved and the following were appointed: Mr. Hester, chairman, Dr. Doctor, Mr. Hoffmeyer, Mr. Arthur Myklebust, and Dr. Stevenson. I will call on Mr. Hester at this time.

Mr. HESTER. Mr. President, there has been no formal meeting of this committee, but through correspondence and some discussion we have come up with two thoughts. One, Dr. Doctor, in pursuing the matter in Washington has found that one of our fears is not well founded. The Convention of American Instructors of the Deaf is incorporated by an Act of Congress, and we thereby get the Proceedings printed for free. It was thought if we changed the name we might lose this privilege. Dr. Doctor has been assured that a rose by any other name is just as sweet, and no matter what name we chose, as long as we have the same purpose and intentions and makeup, we can continue to have the Proceedings printed at the expense of the Government. Accordingly, one of the main reasons for not changing the name in earlier times is not valid.

However, there are a good many people who strongly object to any change in the name that we have used so many years, and a more recent proposal seems to be probably the best solution, and that is, that we continue the name, "Convention of American Instructors of the Deaf," and that for common and ordinary usage we refer to our organization as "American Instructors of the Deaf," leaving off the word "Convention," so it's my proposal that we continue with the name we have, and informally decide that we leave off the word "Convention" when its use is not necessary.

Dr. ABERNATHY. Thank you, Mr. Hester. Apparently this is a motion whereby it just authorizes the use of that name. It does not change the name, and is not a constitutional amendment, but simply authorization. Is there a second to the motion? Dr. Boatner seconds.

Any discussion? All in favor will raise their right hand. Opposed? The motion is adopted.

Next, I am going to ask Dr. Boatner to come up on a matter of recognizing teachers of long service.

Dr. BOATNER. Dr. Abernathy, and ladies and gentlemen, I think it's a common failing of most people not to give credit where it might well be given, but to wait until it's posthumously bestowed. In thinking over this matter in the meeting of the conference, it was voted we take steps to give fitting recognition to teachers of long and devoted service in this field, and after that was voted it was also stipulated that we should confer with the Convention of American Instructors of the Deaf to have a common certificate issued by both organizations. I was appointed by the conference, and Dr. Abernathy represented the convention. The certificate would be about letterhead size, as you see, and it has been worked up and submitted for criticism to the executive committee of the conference. On the top line would be "The Conference of Executives of American Schools for the Deaf," and "The Convention of American Instructors of the Deaf," then, "take pleasure in extending greeting and congratulations to (blank) of (blank) on the completion of (blank) devoted years of service as a teacher of deaf children and award this certificate of merit on this day of (blank) as a token of esteem and appreciation for distinguished achievement." Then there is a line for the signature of the president of the Conference of Executives of American Schools for the Deaf, and the president of the Convention of American Instructors of the Deaf. It is the idea that this certificate be awarded on the recommendation of the superintendent or chief administrative officer of a given school on the completion of 25 years' service, or upon retirement after a large number of years of service.

I would like to move, Mr. President, that the convention go on record as authorizing the issuance of this certificate, and that we are authorized to proceed in having it printed up and made available for issuance on proper occasions.

Dr. ABERNATHY. You have heard the motion. Is there a second? Mr. Parks seconds. All in favor will raise their right hand. Opposed. The motion is adopted. I think it fitting that Dr. Boatner take care of this certificate. These insurance companies in Hartford turn out some lovely certificates.

Next we come to the report of the Nominating Committee. Mr. Galloway is chairman. The other members are Dr. Cloud, Dr. Stevenson, Mr. Huff, and Miss Alyce Thomas. Mr. Galloway.

Mr. GALLOWAY. Mr. President and members of the convention: The Nominating Committee is pleased to present the following nominations for officers of the Convention of American Instructors of the Deaf: For president, Dr. Richard G. Brill, California School for the Deaf, Riverside; first vice president, Roy M. Stelle, Colorado School for the Deaf and the Blind, Colorado Springs; 2d vice president, Edward W. Tillinghast, Arizona School for the Deaf, Tucson; secretary, Genevieve M. Ryan, St. Joseph's School for the Deaf, New York; treasurer, Thomas Dillon, New Mexico School for the Deaf, Santa Fe.

Mr. President, I move the election of these officers.

Dr. ABERNATHY. You have heard the motion. Are there any other nominations?

Mr. ROTH. I move that the nominations be closed, and the secretary be instructed to cast the unanimous ballot of the convention for those nominated.

Dr. ABERNATHY. You have heard the motion. Is there a second to that? Mr. Bilger seconds. All those in favor? Opposed? I declare the slate as read elected.

Mr. GALLOWAY. Your nominating committee is pleased to present the following nominations as directors for these 2 ensuing years: Mr. Ben E. Hoffmeyer, North Carolina School for the Deaf, Morganton; Mr. Archie Leard, Saskatchewan School for the Deaf, Saskatoon; Mr. Lloyd A. Ambrosen, Maryland School for the Deaf, Frederick. Mr. President, I move the election of these directors.

Dr. ABERNATHY. You have heard the motion. Are there any other nominations? If not, I declare the nominations closed, and those in favor please raise their right hand. Opposed? I declare the three directors elected. I would like to congratulate them. Dr. Brill, I want to particularly congratulate you and these other officers that have been elected. It has been a pleasure to work with you during these 2 years, and I wish you a very successful administration. Do you care to say a few words?

Dr. BRILL. It has really been a very great experience to me to play a part in this convention that we have had here. It has been very wonderful working with Ed Abernathy and Roy Stelle, as well as the others whom I mentioned the other night, or tried to, all of whom have contributed so much to the welfare and good of this convention, and I sincerely hope we can do as well in the 2 years to come. I am sure that with the officers and executive board that we have that we will at least do our very best. Thank you all very much.

Dr. ABERNATHY. Now, a tense moment has arrived, when we call for invitations for the next convention that we have in 1961. Do we have any offers?

Mr. CLATTERBUCK. Mr. President, ladies and gentlemen. This is a wire I received, and I want to extend this invitation to you.

AMERICAN CONVENTION OF INSTRUCTORS OF THE DEAF,  
*Colorado Springs, Colo.:*

The Oregon State Board of Control wishes to extend a cordial invitation for you to hold your 1961 meeting in Salem, Oreg., at the Oregon State School for the Deaf.

(Signed) OREGON STATE BOARD OF CONTROL,  
MARK O. HATFIELD,

*Governor.*

HOWELL APPLING, JR.,

*Secretary of State.*

SIG UNANDER,

*State Treasurer.*

On behalf of the staff of the school, we would like to extend an invitation for you to hold your meeting in Oregon.

Dr. ABERNATHY. Are there any other invitations? Let me have a motion then, that we accept Mr. Clatterbuck's, without further delay. Dr. Boatner so moved. There are several seconds, it seems. Shall we meet in Oregon? All in favor raise your right hand. Opposed? We are all coming, Mr. Clatterbuck.

Now, is there any further business to come before the convention? Where is Mr. Marshall Hester? You had one other matter to bring before the convention.

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Mr. HESTER. This afternoon at the business meeting of the conference, we discussed the desirability of having a joint secretariat for the convention and the conference. To put this another way, we think we need a front man in Washington on a paid basis all the time. It will take considerable money to operate such an office with a front man, but we would like to have a committee from the convention meet with a committee from the conference and discuss ways and means of establishing a joint office in Washington where we would have a paid secretary for the two organizations. This is probably quite a big dream, but it could come true, and all we need at the present time is that you authorize your president to appoint such a committee, and I move that the president of the convention be authorized to appoint a committee to meet with a committee from the conference to take up the matter of a joint secretariat.

Dr. ABERNATHY. You understand, this doesn't cost anything—yet. Is there a second for this study committee? Mr. Roth seconds. Any discussion? If not, all those in favor of the motion please raise your right hand. Opposed? The motion is carried.

I believe that about concludes our business. Dr. Brill has asked that those evaluation sheets be turned in. If there is no further business, let's have a motion to adjourn. Mr. Hester so moved. Those in favor raise your right hand. We stand adjourned.

At the conclusion of the business meeting, Mr. Everett Conover, of Colorado Springs, gave a most humorous and interesting talk—"The Care and Feeding of Wives."

### THURSDAY, JULY 2, 1959

#### SECTION ON PRESCHOOL AND KINDERGARTEN

Gottlieb School Auditorium—Section leader: Miss Elizabeth F. Titsworth, assistant superintendent, New Jersey School, West Trenton

9-9:45 a.m.

Keynote speaker: Mrs. Alathena Smith, clinical psychologist, John Tracy Clinic, Los Angeles, Calif.

10-11:45 a.m.

Morning session of preschool and kindergarten workshops.

1:15-2:15 p.m.

Afternoon session of preschool and kindergarten workshops.

2:15-2:45 p.m.

Workshop members and recorder formulate report.

3-3:45 p.m.

Section meeting to summarize preschool and kindergarten workshops.

#### PRESCHOOL AND KINDERGARTEN WORKSHOP LEADERS

Mrs. John S. Allen

Mrs. Ruth Hudgin

Miss Eloise Kennedy

Dr. June Miller

Miss Grace Paxson

Miss Kate Fenton

## PARENT COUNSELING

MRS. ALATHENA J. SMITH, M.A., clinical psychologist and parent educator, John Tracy Clinic, Los Angeles, lecturer, University of Southern California

No teacher of a deaf child needs to be told that there is a close connection between home relationships and the child's behavior. She knows full well that the child who comes to her from a stable and happy home situation will be more ready to learn in the situation which she provides and more able to use his full potential. She is concerned with the role played by other members of the family of a deaf child. Most teachers would like to help parents find their way but many have little training, much less the assurance to feel comfortable in this role. This paper is an attempt to share some of the philosophies and methods used at the John Tracy Clinic in its program of parent education which we hope will have applicability for all teachers, the teacher in the day school, the teacher in the residential school. Though the latter may have few face to face contacts with parents, we hope the ideas presented here may have a message for even the rare and brief conference.

To be faced by a troubled parent who is seeking and expecting help always constitutes a great challenge. For years I personally gave advice in such situations. But since my contact with Dr. Carl Rogers a radical reorientation has come about. To share this change in position which has meaning for the teacher, the administrator as well as the counselor, read the paper which he gave at Oberlin College in 1954 from which the following is somewhat freely abstracted.<sup>1</sup>

Instead of asking yourself can I teach or change this person, ask yourself instead, can I provide a relationship which this person may use for his own personal growth. It is hard for the teacher not to put his main dependence upon his knowledge, upon his skills, upon the tools which he has been earnestly gathering for years, to move away from the approach that is traditional. It is so tempting to direct, to explain to a parent what she should be doing, to prescribe the steps which will help her to be a good parent, to train her in the knowledge about a more satisfying mode of life, or how to manage her child. But the approach which puts its main dependence upon something that is taught has limited use. Such methods are usually inconsequential where emotions are involved. The most they accomplish is a temporary change, which soon disappears, leaving the individual more than ever convinced of her inadequacy.

The failure of appeal to the intellect has forced us to recognize that basic change seems to come through experience in a relationship instead.<sup>2</sup> In place of giving advice to a parent, ask yourself what climate you create in your relations with this person? Are you genuine in your relationship? The more genuine you can be the more helpful the conference will be. And that means can you be aware of your own feeling rather than presenting an outward facade of one attitude while actually holding another attitude at a deeper or unconscious level?

<sup>1</sup> Rogers, Carl R., "Some Hypotheses Regarding the Facilitation of Personal Growth," paper presented at Oberlin College, Apr. 22, 1954.

<sup>2</sup> Ibid.

Do you accept and *like* this parent with whom you are talking? For the more you can accept her (or him or them as the case may be) the more possibility there is of creating a relationship which she can use. "By acceptance I mean a warm regard for him" or her "as a person of unconditional self-worth or value no matter what his condition, his behavior or his feeling may be at the moment. It means a respect and liking for him as a separate person, a willingness for him to present his own feelings in his own way. It means an acceptance of and regard for his attitudes of the moment no matter how negative or positive, no matter how they may contradict other attitudes he has held in the past. This acceptance of each fluctuating aspect of this person makes a relationship of warmth and safety. The safety of being liked and prized as a person seems a highly important element in a helping relationship."

Again, freely abstracting and approximately quoting: "The relationships which we offer to a parent will be significant to the extent that we feel a continuing desire to understand, a sensitive empathy with each of his feelings and communications as they seem to him at that moment. Acceptance does not mean much until it involves understanding. It is only as I understand the feelings and thoughts which seem so horrible to you, or so weak, or so sentimental or so bizarre, it is only as I see them as you see them, and accept them in you, that you can really feel free to explore all the frightening aspects of your own inner and varied experiences. And this freedom is an important condition of relationships."

Therefore, it becomes necessary to ask ourselves: "Do we like this parent?" We have long since been told in graduate school we should accept a child where he is.<sup>3</sup>

And now we must look further. This parent, over 21 years of age, may only be a grownup child at heart. Can you accept her where she is? Or do you expect of her a performance which she is quite incapable of carrying out? One mother expressed this beautifully when she wrote:

Conferences with teachers and volumes of parent education—when I was exposed to them—made very little change in my children or my relationships to them. The emphasis was always on my child and not on me. It was as if we were two children standing side by side, my child and me, with society—in the person of the teacher—pointing its finger at me and saying "You must take care of him!" What I knew, and the counselor did not know apparently, was that the thing which was disturbing me about the child was the very thing which was disturbing me in my own personality. My own anxious feelings about myself were so entangled with those about my child that I was not free to help him or do what the teacher told me to do—no matter how good her techniques might be—or how hard I might try. She said to me, "You must do this. You must give him the lessons. You must be understanding of him. You must give him love. You must be able to set consistent limits. You must fill his need first." And in so doing she imposed a responsibility on me so far above the capabilities of me (this other child) that I smarted with resentment and frustration at her hopeless expectation. How can I offer understanding when I never understood myself? How can I fill my child's needs when my own needs are still crying for fulfillment. I tried to act to my child and seem to society like the 30 years of my physical appearance. But where could I go where I could learn to understand myself, where I could learn how to fill my own needs, where I could have a chance to grow up emotionally ahead of my children so that I would be able to offer them support in their own growth.

<sup>3</sup> Ibid. *Journal of American Instructors of the Deaf*, Vol. 3, No. 1, January 1957, p. 10.

What do I mean by being a child, by an adult being immature? I mean an adult whose real feelings are those appropriate to a very young child. To mention a few:

- (1) Feelings of wanting to depend on others to take care of you, of not wanting to take care of others or even yourself.
- (2) Feelings of inferiority and weakness, of fearing you will not be able to cope successfully with life's demands.
- (3) Feelings of superiority to others, of desiring to be better than all others, of desiring to dominate others.
- (4) Feelings of anger all out of proportion to the incident which precipitates it, of hate or resentment or jealousy of those who have something you want (and have not) or who are something you want to be (and are not).

These are all feelings appropriate to a baby, whose very survival depends upon them. A baby—

- (1) depends on others to take care of him;
- (2) is small and weak in comparison to those around him;
- (3) needs to feel loved just as he is by those around him;
- (4) is angry and cries for what he needs when he does not get it.

These feelings are not so becoming in adults as in children and perhaps would deprive us, if we exhibited them, of the very approval we want from society, and so of course we hide them. We have always, at least in my case, been afraid of teachers. I am very much the child still when a teacher speaks to me. And so I especially hide my feelings from her. But the trouble is, in doing so, I hide them from myself. They operate through my behavior without my even recognizing it. And of course I try not to recognize them, and they make trouble for me when my child comes along with the same feelings and makes demands I cannot meet.

How did you feel when you read the above list of immature feelings? Did you catch a fleeting glimpse of the way you are sometimes? That's a good place to start wondering why.<sup>4</sup>

Did you flatly deny feelings of dependency, of weakness, of the desire to dominate others, of anger all out of proportion to the incident which precipitates it in yourself? This may, indeed, be a good place to start. It is important for us to look at ourselves for a moment. To see what we dislike or reject in ourselves for it is in these areas that we cannot help other people. The time has come to turn the admonition "accept the child where he is" around leveling it at ourselves and say, "Do I accept myself where I am? Do I know myself? And, above all, do I like myself?" Yes, there is teaching to do, there are demonstrations to make, there are skills to be imparted, there are knowledges to share. But that teacher who can recognize and accept her own feelings will truly be able to create an environment in which others will grow as she becomes herself a mature and loving person. With this growth in the teacher she will become empathetically aware of the meaning of the parents' language and feelings and become a vastly more effective teacher herself. While we teach in the didactic sense we may lose the most important teaching for "human development; the teaching which can only be given by the simple presence of the mature and loving person. In previous epochs of our own culture or in China and India, the man most valued was the person with outstanding spiritual qualities. Even the teacher was not only, or even primarily, a source of information, but his function was to convey certain human attitudes."<sup>5</sup> "It is a widespread belief, that while it is a virtue to love others, it is sinful to love oneself. It is assumed that to the degree to which I love myself, I do not love others, that self-love

<sup>4</sup> La Montagne, Joan P., "A New Approach to Parent Education." Unpublished article.  
<sup>5</sup> Fromm, Eric, "The Art of Loving," *World Perspectives*, vol. 9, p. 117, Harper & Bros., New York, 1956.

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<sup>4</sup> Ibid  
<sup>5</sup> Ibid  
<sup>6</sup> Ibid

is the same as selfishness. This view goes far back in Western thought. Calvin speaks of self-love as 'a pest,' Freud speaks of self-love in psychiatric terms. But nevertheless, his value judgment is the same as that of Calvin.<sup>6</sup> Love and self-love thus placed would stand in opposing positions, "mutually exclusive in the sense that the more there is of one, the less there is of the other. If this is true and self-love is bad, it follows that unselfishness is virtuous. Psychological observation does not support the thesis that there is a basic contradiction between love for oneself and love for others. Is selfishness identical with self-love or is it not caused by the very lack of it?" Eric Fromm in his recent book "The Art of Loving" points up the fallacy in the notion that love for others and love for oneself are at opposite poles. "If it is a virtue to love my neighbor as a human being it must be a virtue and not a vice to love myself because I am a human being too \* \* \*. A doctrine which proclaims this exclusion proves itself to be intrinsically contradictory. The idea expressed in the Biblical 'love thy neighbor as thyself' implies that respect for one's own self cannot be separated from respect and love and understanding for another individual. The love for my own self is inseparably connected with love for any other human being."<sup>7</sup>

In preparing for parent's counseling "each individual must begin with himself. The love we draw on in our relations with others is of the same stuff we use in loving ourselves. The advice to forget yourself is pure nonsense. There is no way to do this in the first place. It's better that we love ourselves so we can give ourselves away. In the final analysis it is not what we believe or say we believe that matters, but how we live. Living through love we fulfill the law. Maturity then, is related to our capacity to love,"<sup>8</sup> and only if we have learned to love ourselves can we create a climate in which others can grow.

#### SUMMARY AND CITING OF AN EXPERIMENTAL SUGGESTION

This paper has concerned itself with the teacher in the role of counselor to the parent. It has presented the possibility of reorientation from information giving to the providing of a relationship of a different sort, of a different quality. This would imply movement away from an intellectual approach to emotional awareness and availability, from the pedestal position often assumed by the teacher to a more open, direct, honest, mutual relationship with the parent, and movement away from evaluation and judgment of the parent toward an acceptance of the parent where he is. It states that it is important for the teacher to accept herself as a fallible human being with the same need to feel loved and for growth to maturity which she seeks to promote in the parents. A definition of immaturity in a parent's own words is included which teachers may very well explore. It presents the thesis that as the teacher grows in maturity she will learn to love herself and will have the humble strength that makes it possible for her to work with parents where they are as surely as she begins where children are. She will be in a position to ask herself in a conference situation "Is this parent in a condition to put into operation the in-

<sup>6</sup> *Ibid.*, pp. 57-58.

<sup>7</sup> *Ibid.*, pp. 58-59.

<sup>8</sup> Parker, William E., "Man in Search," *Redlands Faculty Review*, 1, 2, spring, 1959.

formation I am giving her?" For there is information which the teacher knows. She does have information which parents need. There are methods which only the skilled teacher can impart. She will be in a position to share if she always asks herself "Is this parent receiving the message I have to give? Are we in real communication?"

Abraham Lincoln has good advice at this point, he said, "The first thing I do if I want to communicate an idea to anyone is to give that person the feeling that he is understood. Not by saying 'I understand you,' but by lending myself attentively. Not by saying 'I agree with you' for that might only confirm the irrational idea of the client and obscure his seeing the real situation." Abraham Lincoln also said, "In a law case where the decision is to be close and my time is limited, I spend my energies in studying the others' statements and not my own," practical suggestions and true.

Some of us feel that we listen very well. To test out the quality of our understanding, Dr. Carl R. Rogers suggests an experiment. He says, "The next time you get into an argument" with anyone "or with a small group of friends, just stop the discussion for a moment and for an experiment institute this rule. Each person can speak up for himself only *after* he has first restated the ideas and feelings of the previous speaker accurately, and to the speaker's satisfaction." You see what this would mean. It would simply mean that before presenting your own point of view, it would be necessary for you to really achieve the other speaker's frame of reference—to understand his thoughts and feelings so well that you could summarize them for him. Sounds simple, doesn't it? But if you try it you will discover it is one of the most difficult things you have ever tried to do."

If you become the kind of a person who listens with understanding, every person who crosses your path will leave you more able to do her job than she was when she first came to see you.

#### WORKSHOP REPORTS

##### WORKSHOP I—PRESCHOOL AND KINDERGARTEN

(Leader: Mrs. JOHN S. ALLEN, principal, Lower School, New Jersey School, West Trenton)

(Assistant leader: Mrs. RUTH HUGGINS, teacher, Clarke School, Northampton, Mass.)

(Recorder: Miss ADELE BRUNJES, teacher, Nursery Department, Mill Neck Manor, Mill Neck, Long Island)

##### *I. How do we discover the very young deaf child?*

(a) Screening and diagnosis.

(b) How early? Education of pediatrician to detect hearing impairment during first year.

##### *II. What goals do we hope to achieve and how?*

(a) Awareness of sound.

(b) Awareness of speech as a means of communication.

(c) Role of the parent:

\* Rogers, Carl R., "Communication: Its Blocking and Its Facilitation," paper presented at Centennial Conference on Communication, Northwestern University, Oct. 11, 1951, and reprinted by permission of ETC and courtesy of Dr. Roger's: A Review of General Semantics.

- (1) Oneness between parent and child.
- (2) Guidance of parent.
- (3) Demonstration for the parents.
- (4) Social adjustment.

### *III. Education of professional and nonprofessional*

The group specifically asked Mrs. Hudgins to explain how the Ewings screen the children. By using soft sound that is meaningful to children—two people are needed for the test while child sits on mother's lap—high and low frequency materials.

Procedure: One worker is in front of the child keeping the child lightly interested while the other person is in back of the child giving the test.

For a young child (7 months) a quiet sound, i.e., a quiet tap of spoon on a rim of the cup, is given on the level with the ear at a distance of 3 feet. Child is said to respond if he turns to look at the source of the sound. In other words, the child is to localize the sound automatically. (The tester must be sure to test on alternate sides so that the child doesn't always turn in one direction. Tester should avoid giving visual cues.)

If a child locates automatically two high frequencies and two low frequencies he has passed the test. If he doesn't respond normally he comes back the following week to be retested.

For a 12- to 18-month-old child the test is a little bit harder. At ear level the tester may (1) call the child by name, (2) sing (softly), (3) use unvoiced consonants "s", "t", "p". The tester performs about 4 to 6 feet from the child. The sound must be given rhythmically.

The question—how are the children found—was asked. Answer: Public health helpers who have had training with the Ewings give the test at a clinic or in the home. "Risk" babies are tested first.

Mrs. Hudgins wanted to emphasize that this is a screening test to discover hearing impairment, and that it is absolutely necessary to emphasize the use of quiet sounds. It is very important that the child's response be automatic.

Goals: The necessity in creating in child the awareness of sound—awareness of speech and lipreading as a means of communication.

Role of parent: (1) complete acceptance of child's impairment—the guidance of the parent is given by the clinician through conferences, (2) the clinician demonstrates specific technique in training the child to look and listen, i.e., awareness of speech as spoken by mother and ultimate imitation on part of the child.

By the time the child is ready to understand—age 4 or 5—his speech is rhythmical and fluent and not necessarily highly intelligible, but he has a readiness for speech skills.

The last part of the afternoon was devoted to a discussion of great need for awareness on the part of medical men, especially pediatricians, on possibilities of early screening and discovery of children with hearing impairments.

The following suggestions were made: (1) medical student training in speech and hearing clinics; (2) some University of Arkansas medical students lived at the school for the deaf and worked in the clinic there; (3) education of the public through newspapers, TV, and radio; (4) it is recommended that schools for the deaf help make pediatric

cians aware of the need of early detection. In some schools letters are sent out to doctors, pediatricians, and otologists inviting them to visit at a specified time and see part of the school program and hear talks on the part of the personnel. It is very desirable for the family pediatrician, who has under treatment a prospective child, to come to the school with the family and visit the classroom and become acquainted with the potentiality of deaf children.

#### WORKSHOP II—PRESCHOOL AND KINDERGARTEN

(Leader: Dr. JUNE MILLER, University of Kansas Medical Center, Kansas City)  
(Recorder: Mrs. ISABELLE THATCHER, Utah School, Ogden)

##### *I. Organization of parent education*

- A. Ways to help parents recognize the hearing problem:
  - 1. Parent institutes or clinics for incoming children.
  - 2. Group and individual conferences with parents during year for orientation.
  - 3. Early referrals through State welfare, department of public health, schools, and other agencies.
  - 4. Early referrals through the medical profession and registration of each child born with a handicap.

##### *II. Individual school-parent relationship*

- A. Big problem of poor contact with parents may be overcome by—

- 1. Programs and PTA meetings.
- 2. "Back to school" nights.
- 3. Panel discussions.
- 4. Individual parent-teacher conferences.
- 5. Parent clubs.
- 6. Home calls if possible.
- 7. Daily contact with parents.
- 8. Field director for home contacts.
- 9. Written news, notices, etc., sent home.
- 10. Letters, pictures of family displayed in schoolroom.

##### *III. Ideal Preschool*

- A. Includes a well-trained nursery school teacher, well-trained teachers of the deaf for tutoring, and additional teacher aides if possible.
- B. Cottage-type of nursery—self contained—apart from regular school.
- C. Recommended by group that each small group should have, in addition to one well-trained teacher of the deaf, one additional helper. Recommended that there be a ratio of 5 children per tutor for a half day.

#### WORKSHOP III—PRESCHOOL AND KINDERGARTEN

(Leader: Miss GRACE PAXSON, California School, Riverside)  
(Recorder: Miss HELEN TONEN, California School, Riverside)

Both day school and residential school teachers were represented in the group, so it was felt we had two situations concerning parent education to discuss.

The topics chosen for discussion were:

1. Ways to establish contact with parents.
2. Means of establishing cooperation with parents:
  - (a) Day schools.
  - (b) Residential schools.

3. Roll of the teacher in parent-teacher relationship.

4. Areas for discussion with parents.

Concerning the first topic some of the ways to establish contact with parents are:

- A. At time of admission.
- B. PTA meetings.
- C. Home visits.
- D. Scheduled conferences.
- E. School visitations.
- F. Parent institutes or schools.

Some ways of establishing cooperation with parents:

- A. Telephone contacts and car pools.
- B. Giving the parents specific tasks in classroom contact.
- C. Programs—parents will attend school programs if their child is performing.

- D. Area PTA meetings that are more local.

- E. In day classes have mothers help in class on regularly spaced appointed days.

- F. If parent comes in for conference with doctor, school nurse, and so forth, try to have parent see teacher on the same day.

Role of the teacher in parent relationship:

- A. Access to all information on a child depends upon policy of administration.
- B. Teacher should be specific about child's ability and tactful in offering helpful suggestions to be carried on at home.
- C. Parent should be given the opportunity to talk.
- D. Conference is more effective than written reports.

Areas for discussion:

- A. Child development and growth.
- B. Health.
- C. Panel discussions.
- D. Explanation of audiograms in lay language. Care and use of hearings aids.
- E. Medical explanation in way of operations, etc.
- F. Give parents opportunity to meet adult deaf.

In conclusion the group felt the overall success of the deaf child depends upon the parents' role in his education.

THURSDAY, JULY 2, 1959

#### SECTION ON PRINCIPALS AND SUPERVISING TEACHERS

Brown Hall, No. 5—Section leader: Mr. Joe R. Shinpaugh, superintendent, Virginia School, Staunton

9-9:45 a.m.

Keynote speaker: Mr. C. Joseph Giangreco, assistant superintendent, Iowa School, Council Bluffs.

10:11:45 a.m.

Morning session of principals and supervising teachers workshops.

1:15-2:15 p.m.

Afternoon session of principals and supervising teachers workshops.

2:15-2:45 p.m.

Workshop participants and recorder formulate report.

3-3:45 p.m.

Section meeting to summarize principals and supervising teachers workshop.

## SOME ASPECTS OF ADMINISTRATION IN THE RESIDENTIAL SCHOOL

(C. JOSEPH GIANGRECO, assistant superintendent, Iowa School, Council Bluffs)

Today I have been entrusted with the responsibility of discussing with you some of the problems facing principals and supervising teachers. We all have varied reasons for being in these positions and have no doubt arrived at these stations by a variety of paths. How we got here is unimportant. What is important is, "Why are we here?" Why do schools for the deaf, or any other schools for that matter, have people in supervisory positions? First of all, we recognize that when a school has more than one teacher, there is a division of responsibility and as staffs increase in number, the division of work gets more and more complicated. This is when it becomes necessary for some one to be able to look over the whole situation and decide where we are going and how are we going to get there. Hence, administration. Coordination of departments, classification of students, curriculum choices, extracurricular activities, school-home relationships, medical services, and all other facets of developing children into adults must be given consideration. To be able to give proper decisions regarding all these avenues of growth, it is all important to keep in mind just what the principles that guide us are. These have been set up by the National Education Association as the seven cardinal principles of education and they apply to us, as well as the public schools. Everything that is done in a school should fit under one of these principles and should further the pupil's growth in one of these areas. If it does not, it should be eliminated. If there is not proper balance of these principles, balance should be sought.

What are the seven cardinal principles and what do they mean?

### 1. *Health*

Social, as well as personal efficiency, depends upon health. The school can teach certain facts about health, help pupils form good health habits, and build attitudes which will promote health. The aim should not be attacked as an isolated unit or as an abstraction, but in relation to other aims and through the medium of all subjects of the curriculum. The health services of the school, the dormitory attitude, and any other campus influences are equally important with actual direct and indirect teaching in the classroom.

### 2. *Command of the fundamental processes*

This is probably the best known of the seven principles and generally refers to basic skills in reading, writing, and arithmetic. Proficiency should be acquired and retained by suitable exercises.

Deficiencies should be noted and remedial treatment given. Naturally, skills should increase in a continuing manner throughout the school years.

### *3. Worthy home membership*

An understanding of the importance of the home as a social institution and one's place and duties in it is embodied in the aim of worthy home membership. This aim should be taught incidentally. However, the outcomes should be primary. Teaching one in school to be a better member of a home involves a transfer of training, for one cannot make the school like home. It is not even desirable to do so. School life is as worthy as home life, and one learns to be a member of one through participation in the other because of common elements between them.

### *4. Vocational efficiency*

Everyone at some time in life is responsible for his own welfare and usually for that of others. This means that each person in society should gain proficiency is a social aim. It became an educational aim when it was accepted by the schools, for they felt that they could make a good contribution to vocational training. The multitude of different occupations, the period of training required for them, and the changing society which requires adaptation have caused more emphasis to be placed on vocational training. The increase in school population and the urbanization of the population, have caused a demand for graduates who are more specifically prepared for a vocation. This aim can be overemphasized, for too much time can be devoted to vocational work, at the neglect of other aims. Vocational work in schools should be aimed at giving a basis for vocational work, rather than extensive training in specific fields. The fundamentals of arithmetic and English, health and ethical character, are basic to any vocation. Because of limited time and facilities, the large task of the school should not be the development of a specific vocational training to a point of high degree proficiency. To desire a high degree of proficiency would force the selection of a vocation at an early age, without sufficient time to explore aptitudes. To expect a pupil to choose a lifetime work when they can't even decide what to put on to wear to school every morning is ridiculous. Furthermore, one cannot predict accurately what vocational training is most needed because of the changing economic world. Therefore, the chief functioning of this fundamental principle is to help each pupil explore his own aptitudes, become acquainted with the world of work so he can make a wise vocational choice, and have sufficient background to begin pursuing it.

### *5. Citizenship*

The committee which formulated the cardinal principles made the following comment concerning civic education:

Civic education should develop in the individual those qualities whereby he will act well his part as a member of neighborhood, town, city, state, and nation, and give him a basis for understanding international problems.

For such citizenship, the following are essential: A many-sided interest in the welfare of the communities to which one belongs; loyalty to ideals of civic righteousness; practical knowledge of social agencies and institutions; good judgment as to means and methods that will promote one social end without

defeating others; and as putting all these into effect, habits of cordial cooperation in social undertakings.<sup>1</sup>

All school subjects and all aims help foster good citizenship.

#### 6. *Worthy use of leisure*

Increasingly, training in the worthy use of leisure is becoming more important. The working day is shorter. Child labor is virtually non-existent and with the urbanization of the population, household and/or family chores are greatly diminished. Therefore, the selection of leisure-time activities is important. And, with the increase of commercialized amusements, it requires careful scrutiny to choose desirable ways to spend time. The school has the task of teaching pupils in one situation how to fill their leisure hours in another. Leisure activities should be recreational, healthful, and, if possible, educational. Pupils should be taught to utilize the common means at their disposal in their own homes and communities for leisure pursuits, as found in sports, games, literature, art, music, and science. School activities should be selected with this idea in mind.

#### 7. *Ethical Character*

Crime and delinquency have revealed that youth who are incapable of directing their own conducts are a menace to society. Ethical character should be taught indirectly, but every facet of the school program makes a contribution to it. It is comparable to good sportsmanship and fair play in athletics; honesty in all school work; respect for property, law, order, and authority; and attitude of reverence for a supreme being.

These seven points are our aims for building our school policy. Some are directly taught in the classroom. Most of them are the responsibility of every person on campus. The whole school must work toward their fulfillment. The administrators of a school have the job of seeing to it that this is done. Administrators must be aware of the distinction between ideal objectives and activity objectives. For example, good citizenship may be analyzed into the ideal of a good citizen and the activities of a good citizen. It is the latter with which one deals in selecting the activities to meet the objectives. The difference is similar to that of a definition and a description. A definition of an ideal citizen might furnish one a goal or standard toward which to work, but a description would involve an analysis of his activities, duties, and responsibilities. The latter only can furnish a working basis for building a school curriculum to achieve the objective.

The principles just reviewed deal with the development of the whole child through the entire school program. Now, let us turn our thoughts more specifically to the curriculum of the academic school-day. This presents many age-old questions: What shall we teach? How shall we teach? Can we all have accredited high schools? How long shall periods be? What about records?

Before discussing this topic, I think it might be a good idea to first discuss deafness as an educational handicap. Many times we forget what this implies. I feel that we get so close to our school work that we are not aware of realistic facts.

<sup>1</sup> "Principles of Secondary Education," Bent & Kronenberg, McGraw-Hill Co., New York, 1941, p. 62.

This past winter, I was jolted into reality as I watched my 6-year-old daughter progress through the first grade. She did not attend kindergarten. She is average in her ability. In the following paragraphs I will summarize her accomplishments in her first year of school and follow it with a summary of the accomplishments of a first-year deaf student.

Marianne loves to read. She completed the three preprimers and primer books 1 and 2 of the Scott Foresman series plus 30 outside reading books. Workbooks completed include the Think and Do workbooks that accompany the Scott Foresman Readers. She also completed a phonics workbook and knows all sounds orally and written. She can sound out new words fairly well and uses context and pictures to the utmost in reading.

Writing has been a source of grumbling. Marianne prints manuscript style. Due to poor coordination and late muscle development, she started out very poorly, but has achieved moderately neat expression.

Formal spelling began with the second semester with five words a week being required learning. At first it was a week's work to learn to write the words correctly, but by the end of the year it was a simple 2-day job to have them mastered. She received perfect Friday tests except for three times. Personally, she had no opinion of like or dislike for the subject. She has also learned to spell words from sounding out and using known words. For example, knows "red" can spell "bed."

Marianne enjoys English. She has good oral usage and is able to relate an incident or information with ease and interest. She accepts criticism and tries to improve diction and usage always. She recognizes proper written forms for 's, s, is and are, have and has, come and came, and others.

Arithmetic was totally distasteful. It was a struggle from the start, but in spite of this she has learned to count to 100 and can add and subtract combinations to 10. She has a fair understanding of money.

Art began very poorly, but has improved throughout the year, but is still below average. She knows all colors and enjoys using them, however.

Science was sheer delight to Marianne. She did excellent work in it and learned general information about the universe (stars, sun, earth, etc.), weather (clouds, rain, snow, hot, cold, etc.), animals (names of wild and domesticated, life cycles of some), plants (life cycles and how seeds travel), names of some, foods (names of and health needs), health (sleep, eat, exercise, teeth brushing, cleanliness, etc.).

Marianne also had much to learn about being in social situations during her first year in school.

Now, let us look at what the deaf child completes in his first year of school.

Speechwise, he learns to use simple words and phrases. In speechreading, he is able to handle speech words and phrases and some sentences. Number work consists of learning to count to 10. There is no formal reading. Some art and physical education are parti-

pated in. For the most part, however, the first year is primarily one of social adjustment.

These are the facts. A hearing child learns. A deaf child learns. Each spends the same time in school—180 days. Can we expect them to complete their formal public education at the same level of achievement? Can the ratio be changed? Should it be changed?

I feel that we must have a three- four- or even five-tract curriculum to take care of as many individual needs of the children as possible. Close study, observation, and testing should be started early to determine the learning capacities of the different students. At the Iowa School we have been running a four-tract curriculum. So far, it seems satisfactory, but it will need constant care and supervision.

Too many of our students are being forced to sit through classes which are not at their educational level. This hurts any child it happens to.

A close check should be made on the time allotted for different subjects to see whether there is a balance or duplication, or even a waste of time in certain subjects.

We discussed vocational objectives earlier, but at this time, let me add a few more remarks. Criticism is being leveled at some residential schools over the fact that some authorities feel that too much time is being spent in vocational departments in proportion to academic time. Maybe it would be a good idea for all of us to check our vocational departments to find out whether or not some of this time can be used more advantageously elsewhere. Today with the blossoming out of State departments of vocational rehabilitation, it might prove to be that our schools and their services can work more closely together so that there will be a common goal without duplicating services.

The language arts present a real challenge. It might be that by giving two or three times more English to the deaf student than the hearing child receives, that part of the educational gap can be closed. In Iowa we have been giving a double period in English, but beginning next fall, we plan to give a triple period. It will be interesting to see what the end result will be in our middle and upper areas.

Regardless of the outcome, we should never give up hope and we must continuously strive to inspire the quality of education which is being given at our schools. Administrators should visit other schools, study the latest methods, and not be afraid to make changes. A progressive school is making changes all the time.

What takes place after school hours is vitally important to the welfare of the classroom. Often we can sum this up by saying as the dormitories go, so goes the school. When things don't go right in the dorm, a child reflects his upset feeling in the tone and caliber of his studies. If anything is accomplished in such situations, it is never of the highest caliber that the particular student can do.

What is the solution to this problem of dormitory influence? Probably the first thing that comes to mind is the fact that too many counselors or house parents are not qualified to do the work they are doing. In most schools the pay is poor and the hours are miserable so that capable people are not attracted to these jobs. The people that do accept them do not understand the great responsibility that is theirs. For that reason, the dormitories do not contribute as much as they should to the total school program.

In Iowa we have tried to meet this problem by bringing in college-trained people to be counselors who also are part-time teachers. The men which we have hired have backgrounds in recreation and education. Some are used in the vocational shops and some are in the academic classrooms. The salary of a 40-hour week counselor and the salary of a part-time teacher combine to make an attractive paycheck to qualified personnel.

Besides the satisfactory paycheck, we have also been able to arrange schedules so that there is no split shift. These combination staff members begin work at 1:15 and stay on the job until all the children are in bed. Teachers who live in at the school have also cooperated in the counseling program and work during odd hours in the dormitory. They are happy to be in the dormitories for an hour or two in the mornings and it has no ill effect on their teaching or morale. During weekends, students from the University of Omaha are eager for work and are good assistants in the dormitory. Although this probably sounds like a complicated system, it is working out very well and the students seem to be happy and well-satisfied with the arrangement. In fact, there has been an influx of new ideas in activities for out-of-school hours since we have been under this system and the students are exposed to an unusually wide variety of constructive leisure time activity, resulting in less substandard actions on the part of the students.

Working with the counselors during after school recreation hours, there are additional recreation workers who plan and help the counselors carry out their program. Balancing the dormitory life with a sound recreation program has been beneficial to everyone and we hope we are on the right track.

This program which I have discussed is only experimental and will require close watching. The results so far, however, are encouraging and should improve as the entire school becomes more familiar and proves itself acceptable.

The work of the counselors must never be underestimated. They should be told how important they are and how their work influences the work of all the school. Taking counselors into confidence will pay off in the long run. Never forget that they are closer to the children than any other people on the campus. They are a very important arm of the educational program.

The administrators of a school have a tremendous responsibility on their shoulders when it is realized that the success or failure of a school lies directly in their hands. It is no easy task to mesh the seven cardinal principles into a working arrangement that is forward moving and satisfying to all the persons involved. The person in charge must lead the way through inspiration, planning, foresight, and creativity. In order to be this kind of person, certain characteristics are invaluable. If they are not a part of your present personality, you should make a concentrated effort of cultivating them.

Courage is necessary, as there are innumerable problems that must be faced with unwavering firmness. There are times when the "chips must simply fall where they may."

A leader should not ask others to do anything which he himself would not do. The trend is for teachers to go to school periodically to "keep fresh and abreast with current changes." The administrator

must be willing to lead the way in order to show that this is really a worthwhile thing to do for the betterment of the school and the individual himself.

It is necessary to be ambitious and industrious. A person in a supervisory capacity must be willing to work, work, work. A person given administrative duties must recognize the fact that he is not on the same level as teachers. He is being paid more salary to do more work. It amuses me to hear the poor overworked supervising teacher or principal tell how he doesn't have time to do the many things which are required of him. Invariably, it is this same person, however, who leads the pack out of a school when the last class whistle blows. Paperwork that the principal or supervising teacher must do should be done after regular school hours. Schooltime is a time for supervision of classrooms.

An administrator must be able to understand other people. He must be honest and objective with dealings involving teachers and students. The mind must be open at all times, and there should be no room for prejudice and favoritism.

A school is only as good as its leaders. Weak leadership will produce a weak school. Strong leadership will produce a strong school. Teachers and students are very sensitive about leadership and usually play the old game of follow the leader. Therefore, the ability to inspire is uppermost. Inspiration can often be the difference between work that is passable and work that is above average.

The ability to accept criticism is not always one of the more gracious traits. Too many people feel that when they get in the position of being a leader, they are "untouchable." Never forget that all of us are human and are very capable of making mistakes. Administrators should be open to any criticism—constructive and destructive—and be glad to get it.

The principal or supervising teacher is entrusted with much power. It should be used discreetly. His integrity should be beyond reproach.

Undoubtedly, you can add to this list of characteristics in your discussion groups which will follow. I have simply tried to open the door to further discussion on a few areas of thought.

In conclusion, principals and supervising teachers must never let down their guard. They must never let themselves get stale or fall into the well-worn rut. Too much responsibility rests on the administrator's shoulders. It is necessary to hold up the trust that is placed in us by showing that we are truly leaders.

#### WORKSHOP REPORTS

##### WORKSHOP I—CRITERIA FOR GRADE PLACEMENT

###### 1. Age.

2. Achievement tests, Stanford: This is the test most often used among schools present. The need for standardizing the test based upon years in school or upon deaf norms was discussed.

Metropolitan: Less frequently used.

Gates reading test: It was noted that the reading level of these achievement tests is of more value than the overall grade equivalent.

###### 3. Residual hearing.

4. Oral ability.
5. Teacher evaluation: This was the criteria most heavily weighed in grade placement by schools present.
6. Anecdotal records.

A discussion followed on transfer pupils. The above criteria are most frequently used. The tendency to place the child in a lower grade and move up, if necessary, was mentioned.

Promotion, usually based upon teacher evaluation coupled with test scores. Some schools report minimal test scores for certain grade levels.

Grade names or labels: Most schools reported that grade labels closely follow years in school regardless of achievement. Although few schools reported doing it, the practice of reporting to parents at the close of the school year the actual achievement of the child was favored. Some interpretation of actual test results was considered essential.

Graduation: While standards were based upon individual attainment and highly flexible, diplomas fell into the following categories:

1. High academic, college preparation, completion of prescribed course of study, usually above 80.
2. General diploma, usually 6 to 8.
3. Certificate of recognition of competency in certain areas, usually vocational, below 6th grade.

It was mentioned that while these multiple diplomas are often desired, they seldom hinder the graduate in any way in rehabilitation program.

The fact that high school athletic associations often require 9-12 labels for eligibility was considered a factor.

It was also pointed out that many public school children do not actually function at the 12th grade level upon graduation.

The school testing program—procedures for testing fall into the following categories:

1. Individual or selected teachers give the tests. This seemed a popular practice. Some schools exchange teachers.
2. Principal or supervising teacher gives test.
3. Teacher gives own tests. Favored by most. Provides opportunity for teacher to fully evaluate and become familiar with tests.
4. School psychologist—schools were quite verbal in rejecting this procedure.

Psychological testing program: Most schools have access to some psychological services—some have full time services. Used mainly as intake information.

The problem of requirements for admission were discussed at some length. These were "nebulous" as one principal put it. There seemed to be little doubt, however, that some children must be rejected due to lack of services at the schools. Schools should take a firm stand against being purely custodial for these children.

It is significant that much of the remaining portion of the morning session was spent in discussing multiple handicapped deaf children and how to provide for them. Notes of this area can be found under the records of the multiple handicapped section.

Should achievement tests be made available to parents and teachers?  
Parents achievements tests—Yes, with a full interpretation.

Psychometric tests—An interpretation, preferably by the psychologist, but never the actual scores.

Teachers—Achievement tests, yes, with full evaluation.

Psychometric—Yes, the actual giving of scores was a questionable topic.

IQ tests are of questionable validity and therefore must be carefully interpreted and used.

The remainder of the morning was spent discussing classroom supervision versus administrative detail.

The prime role of the supervising teacher is to be in classroom helping. The feeling that too much time must be spent for reports was prevalent. Clerical help would be excellent, perhaps part-time. The feeling was that supervision of classes can slide, while administrative duties cannot. Supervising teachers should not teach.

Extracurricular assignments are varied in the various schools. Some schools require teachers to teach Sunday school, while others do not. Most schools require teachers to assume study hall supervision.

Boy Scouts, 4-H Clubs, Girl Scouts, etc., are areas in which most schools assign duties to the teacher. One school stated that their teachers volunteered help in the above areas and were this last year awarded certificates of recognition for this assistance.

Inservice training for teachers is something we are all doing, but none of us approves of it. It has become necessary in order to staff our schools. Orientation of new teachers is important and is carried out by all of our schools. Most schools call in these new teachers prior to the opening of school so that they can be informed of their classes, how to plan their work, and make out reports. Other schools have the assistance of their parent-teacher groups to orient these new teachers.

Substitute teachers—Probable sources noted were: Retired faculty, teachers in training, public school substitute lists, and uncertified teachers known to be good teachers.

Scheduling—More or less up to the individual schools. General schedule called for 8-to-4 day with time out for preparation and free time.

#### WORKSHOP II—WHAT CRITERIA ARE USED FOR GRADE PLACEMENT

1. Group attack—Discuss individual children among the teachers to decide the best placement for the child, especially for the primary child.

2. For older students—Achievements, especially in reading, along with teachers' evaluations are used in class placement.

3. Students should be promoted all through the year.

4. Texas School for the Deaf divides oral and manual classes in the primary group.

5. No agreement was reached on whether the teacher, principal or supervising teacher should give test.

6. Much of the emphasis on grade placement should be from the teacher.

What criteria are used for graduation?

Types of diplomas: (1) Academic, (2) vocational.

Most schools have set standards within their schools which are fairly uniform in the United States. Apparently most schools require an 8th grade achievement as a minimum in order to receive an academic diploma.

What is the maximum time that a supervisor should spend in the classroom in order to be efficient in direction?

Supervising teachers should spend most of their time in the classroom assisting the classroom teacher, and the principal should protect her so that she can perform these tasks. Many schools have teachers that are not trained in the field of teaching the deaf, and the supervising teacher must devote much time to these teachers. Supervising teacher must inspire and lead teachers in such a way that the teachers will seek their guidance.

Scheduling of classes: Length of periods—school day, etc.:

1. Teachers should have some free time during the day. The average school should have an academic day of from 5 to 6 hours.

2. Regular planned teachers' meetings of a limited time should be planned for the school year. Other meetings should be held as needed for groups or for the entire staff.

3. Class periods should be approximately 40 minutes for older students, and left to the teacher's discretion for the smaller students.

4. Teachers should get together, discuss problems all through the school, learn of the overall school problems. This gives the teacher a good feeling and enthusiasm.

Lesson plans:

1. Lesson plans should be made by teachers and checked by the supervising teacher or principal. The plans should be subject to revision by the teacher from day to day. The childrens' needs should be used as a guide as to the thing taught. An overall program for the year should be planned, either as a course of study or on an individual class basis.

Schedule of vocational classes:

1. Vocational teachers should be scheduled for approximately the same length working day as the academic teacher.

Scheduling art, physical education, and special schedules:

1. Some schools offer physical education, all through the day and others only after the school day. Extra curricular activities should be scheduled after the school day.

Inservice training for teachers, how conducted, etc.:

1. Some schools offer workshops through the year. Others offer courses by specialists in the field the week prior to the opening of school. Other schools are near universities and plans have been made for courses for teachers at the university.

What is a well-balanced recreation program?

1. Students should be trained to utilize free time. Too many students sit and waste time. Students should have free time and must be taught to use that time profitably.

2. Supervisors or counselors determine to a great extent the success of the recreation program. The right person in this position is most important.

3. Teachers must accept considerable responsibility in the recreation program.

4. Day schools have some problem in getting children to play with hearing children when home after school. Public relations are important for all schools for the deaf. One of the greatest responsibilities of the schools is to train students to get along and be accepted by the hearing world.

### THURSDAY, JULY 2, 1959

#### SECTION ON CURRICULUM CONTENT

Gymnasium—Section leader: Mr. Robert Baughman, principal, Kentucky School, Danville

9-9:45 a.m.

##### Key note speakers:

Social studies: Mrs. Rachel Hall, Steele School, Colorado Springs.  
Little Hall of Science: Mr. H. Lynn Bloxom.

10-11:45 a.m.

Morning session of curriculum content workshops.

1:15-2:15 p.m.

Afternoon session of curriculum content workshops.

2:15-2:45 p.m.

Workshop participants and recorder formulate report

3-3:45 p.m.

Section meeting to summarize curriculum content workshops.

#### CURRICULUM CONTENT WORKSHOP LEADERS

Social studies, intermediate level: Mrs. Carol Garretson, Mr. Henry BJORLIE, Mr. Norman TULLY.

Mathematics, secondary level: Mr. Lawrence Newman, Mr. Raymond KOLANDER.  
Science, intermediate: Mrs. Vi McDowell.

Interpreters: Melvin H. Brasel, Ed Scouten, Lloyd Parks, William E. Ransdell, W. Lloyd Graunke, Gilbert Delgado, Lloyd Harrison, Stanley D. Roth.

#### SOCIAL STUDIES

(MRS. RACHEL HALL, Steele School, Colorado Springs)

I keep thinking of the movie star Billie Burke. She was going abroad and had passage on the *Queen Mary*. She had arrived several hours before sailing time. It was a beautiful cool day and she decided to take a brisk walk around the deck. She saw only one other passenger on deck, a dignified, handsome, elderly gentleman who stood at the rail admiring the New York skyline. She also noted he had a terrible cold. He was coughing and blowing and blowing and coughing. After several turns around the deck she stopped near him and they spoke to each other. Pretty soon she said, "I see you have a terrible cold. I can tell you how to get rid of it. Tonight you take a hot bath and drink a hot lemonade. Then go to bed for 12 hours. When you awake, you'll feel much better. It works. I know for I have to know these things in my business. Do you know who I am? I'm Billie Burke, the movie star."

The elderly gentleman gallantly bowed and said, "Oh, Miss Burke, I'm so glad to know you. I'm Mr. Mayo from Rochester, Minn."

I'm a fourth grade teacher in the Colorado Springs Public Schools and I've been asked to describe some of the things we have done in social studies. They worked for us and I hope they prove helpful to you.

The fourth grade teachers had a problem. We didn't have enough time to teach all the things we wanted to teach. In science in the fourth grade we are to teach three units. They are plants and animals, conservation, and rocks. In social studies we were to teach a unit on Colorado as well as six units in our social studies text. The units in our text are:

Maps.

Forest communities.

Desert communities.

Farming communities.

Fishing and tourist communities.

Trading communities.

Besides that we needed time each day to teach skills in reading, arithmetic, spelling, language, art, and so forth.

In thinking it over we kept in mind our definition of social studies—"Exploring the world and its people" and the needs of children to which social studies should make an important contribution. These needs are:

The need to explore.

The need to satisfy muscle hunger.

The need to participate in social activity.

The need to solve emotional and intellectual problems.

The need to be recognized as an individual.

At one time teachers thought of social studies as history and geography. We added to that science, health, art, literature, and so forth.

In our building we set aside 1½ hours a day for social studies. Our daily program went something like this: 9 to 10, reading; 10 to 10:30, music or gym; 10:30 to 12, social studies; 1 to 1:15, story hour; 1:15 to 2:15, arithmetic; 2:15 to 3:30, writing, spelling, and language.

We begin the year with a science unit on plants and animals. Our basic text tells the children how scientists work. Scientists divide everything in the world into two groups—living things and nonliving things. We discuss and learn to use the tools scientists use—the microscope, magnifying glass, our eyes, our ears, our nose, our fingers, our taste. First we study living things. Later we study nonliving things when we study rocks and minerals. They learn from our text all living things are either plants or animals. We study animals first. We have such a wealth of material all around us. We learn scientists divide all animals into groups according to structure. If animals are made alike they belong together. Snakes aren't like rats. Rats have hair and walk on legs. Snakes have no hair and slide along on their stomachs. We discuss and observe and read. They soon discover all animals are divided into seven big groups according to structure—mammals, fish, amphibians, birds, reptiles, insects, and an unclassified group.

The children bring these animals to school, we have pictures of them, we write stories about them, we take trips to pupils' homes to

see them, we draw pictures about them, and we see movies about them. If a pet comes to school, children must have permission from the parents and the teacher and it must come in a proper container. Usually it stays a short time while we observe it and then it is taken home. We're very careful to teach care of all animals. If we go to a pupil's home, we make arrangements and go after school, at noon, or before school.

At this time we begin our artwork for the year by showing how to draw animals and plants. We use real pets for models. We also use camera pictures, magazine and text illustrations, and the slide projector.

We have many films and filmstrips on plants and animals in our audiovisual library. Filmstrips are wonderful because you can stop the film, discuss the picture, go to the screen and trace around it with your finger, and so forth. You can turn the film backward if necessary.

We found the visual aids most helpful. Some children had never seen a cow or a wheatfield. Pictures helped them understand. Writing group stories and illustrating them helped also.

After studying animals, we studied plants. They learned scientists divided all plants into two groups:

Plants that have flowers and seeds.

Plants that have no flowers and seeds.

We observed the growing plants in their natural environment, used the microscope on specimens brought to the room, saw films and filmstrips, drew original pictures of them, wrote stories about them, and so forth.

A common background of content is furnished to all members of the class irrespective of reading abilities and other intellectual accomplishments. Our social studies gave stability and unity to our group.

Our study of plants and animals takes about 6 weeks. After they have a common background we turn to the discussion of plants and animals in Colorado. They learn about the columbine, our State flower; the lark bunting, our State bird; the blue spruce, our State tree. They learn Colorado has a wide variety of plants and animals due to our variations in altitude. Our lowest point in Colorado is 3,385 feet near Holly, Colo. The highest point is Mt. Elbert near Leadville, 14,431. Pikes Peak is 14,110. We have plains in the eastern part of Colorado, mountains down the center, and plateaus on the western side of Colorado.

They learn the importance of the beaver in Colorado history. They learn about the bison and their importance in our history. Other animals they learn about are: "Prunes" the famous burro who lived in Fairplay, the falcon mascot of the U.S. Military Academy north of Colorado Springs, the American Bald Eagle which became our national bird in 1782 (Benjamin Franklin suggested the turkey for our national bird) the woodtick. We also learn to recognize poison ivy and what to do if you come in contact with it.

They make up plays about woodticks, poison ivy, fire prevention, etc. Plays are always fun. At the end of the period I sometimes pass out cards to three different people. They are to make up a playlet and act it out for the class. The cards might read:

1. Pretend a dog bit you while you were playing on the playground. Report to the office, describe the dog, etc.
2. You see a boy teasing a strange dog. You talk to him about it. You point out a sign that says, "Beware of Dog."
3. You find a patch of poison ivy near your campsite. Report it to your father.
4. You are camping and are going to leave. Put out the campfire, etc.

The study of Colorado plants and animals and the discussion of our plains, mountains, and plateaus leads us into the study of the geography of Colorado and the study of maps, our first unit in the social studies text.

Our text gives us a common background on maps. We learn about city maps, county maps, State maps, maps of our country, maps of our hemisphere, and maps of our county. It's always interesting the day I put up a Colorado Springs map, an El Paso county map, a Colorado State map, a map of the United States, a map of the western hemisphere, and a map of the universe. I ask each child to tell a story about himself and to use the maps. I pick out the best pupil in the class to begin so the class will have a good model to follow. He takes the pointer and points to each place in his story. It usually goes like this:

"My mother was born in New York. My father was born in Florida. I was born in Illinois. During the war my Dad was in France. We lived in Germany after the war. My uncle was in Korea. I'd like to go to China. I live in the State of Colorado now, in the county of El Paso, in Colorado Springs. I think we'll go to the moon in the next 20 years."

We take several more stories that day and that night without fail the children rush home and ask their parents to help them with their story. It's a wonderful way to get acquainted with your class. It's a wonderful way for them to get acquainted with maps.

Then we show filmstrips and films explaining how maps are made and the children begin making their own maps. We begin by mapping the schoolroom. Then we map the playground showing the trees and naming them. (We keep using the plant and animal unit all year.) We map the block our school is on. We show houses and trees on the parkway. We make maps on the classroom floor and on the playground. We make imaginary maps of storybook land and treasure maps. We make a map of our State, find the capital and mark it with a star. We learn why Denver is called the Mile-High City. We locate Colorado Springs. We locate the Arkansas River and trace it to its source near Leadville, Colo. Then we trace it to its mouth in the Mississippi River. We discuss Zebulon Pike and his trip up the Arkansas River. We discuss what plants and animals he might have seen as he came up the river. They learn how he tried climbing Pikes Peak but never did and said he thought no one ever would. Perhaps some of you will. Katherine Lee Bates, a teacher from the East, was vacationing here. She went to the top of the peak and was inspired to write "America the Beautiful." Pike would be amazed to see the July 4 auto races up the peak. If he were alive I'm sure he'd be a member of the famous Ad-A-Man Club that climbs Pikes Peak

each year and sets off fireworks on New Year's Eve for us all to see. I'm sure he would love to ski on the peak.

We study maps for about 3 weeks and then we begin our next unit. If you'll remember we defined social studies as "Exploring the world and its people." Our text furnishes us with units that do this. Our first unit is one on forest communities in Oregon and Brazil. Then we learn about forests in Colorado. The first day we list things the class would like to know about forests. The list might look like this:

1. How do trees grow? Jim.
2. How is lumber made? Sue.
3. What is a lumber camp like? John.
4. How is paper made from wood? Ellen.
5. Why are forests so cool? Helen.
6. How many different uses does wood have? Bill.
7. How does cutting down forests cause floods? Tom.
8. What is a flood like? Herman.
9. How can a person get to be a forest ranger? Vincent.
10. What is the work of the forester? Mary.

With each unit we bring in the study of Colorado, we discuss the plants and animals of the area, and we use maps. We teach conservation where it fits. The units are:

- "Forest Communities in Oregon and Brazil."
- "Desert and Grazing Communities in Arizona and Africa."
- "Farming Communities in Nebraska and Australia."
- "Fishing and Tourist Communities in Maine and Norway."
- "Manufacturing Communities in North Carolina and India."
- "Trading Communities in New Orleans, La., and Japan."

Our last unit is a science unit about rocks and minerals. After learning about the different kinds of rocks and identifying them, we learn about the mineral wealth of Colorado. Green Russell from Georgia started something when he discovered gold in Colorado 100 years ago. If you take a trip to Cripple Creek up Ute Pass you'll find the streets are actually paved with gold, or at least gold-bearing ore. Our State is producing great wealth in uranium, molybdenum, and oil.

Our last unit ties all this together in the "History of Colorado." One of our teachers wrote the book we use as our basic text in Colorado history. We begin the study of history by having the children make a personal time line of their lives. We block this out on the blackboard beginning with their birthdate, say 1949. We block out each year with 12 months up to the present year and month. Then each child copies the time line and fills in birthdays, schools attended, summer vacation trips, illnesses, awards, etc. This gives an understanding of time.

Next, we started a time line of Colorado history. We began with prehistoric times when the ocean covered all this area and just the mountaintops stuck up out of the water like islands. Millions of years pass and we come to prehistoric animals, prehistoric man, early Indians, the first white man in Colorado, early trappers and traders, the gold rush, Territorial days, statehood, and present times.

I have tried to explain how we correlated our material. With each unit we wrote a Colorado fact sheet to fit that unit. Then we wrote a science fact sheet to fit each unit. These fact sheets included activi-

ities and experiments for each unit. We tried to supply the teachers with a wealth of material so they could choose what best fitted the class. These fact sheets are used with the basic texts and teachers' manuals.

We felt it was successful because the test scores of our children showed great growth, especially in reading. The children would say their favorite subject was social studies.

#### WORKSHOP REPORTS

##### WORKSHOP I—SOCIAL STUDIES, INTERNATIONAL LEVEL

(Leader: Mr. HENRY BJORLIE, South Dakota School, Sioux Falls)

(Recorder: Mr. NORMAN TULLY, California School, Riverside)

Mrs. Rachel Hall from the Colorado City Steele School attended the morning meeting of this workshop to answer questions concerning the speech she had made earlier. From this discussion the group came away with the feeling that it would be most beneficial to teachers in residential schools for the deaf if they were allowed 1 or 2 days off a year to observe the work being done in the public schools. It was pointed out that many teachers in our profession often lose sight of what our goals should be.

One of the major points arising out of the discussion with Mrs. Hall was the value of integrating the social studies program with other subjects. The group decided that social studies could be made much more meaningful to the pupils if all teachers would try to tie together the different subject matter.

The pros and cons of textbooks was discussed. One problem was that of finding textbooks on the reading level of the students with a high interest level. This problem seemed to be common in most schools. The majority agreed that usually social studies texts should be about 1 year lower than the reading level. It was also felt that most texts have been improving recently.

In presenting new vocabulary it was felt that considerable time should be spent at the beginning of the year to make the terms clear in the minds of students. The question of presenting vocabulary out of context was also raised. It was decided that terms such as load forms could be given out of context while others would be better given in context.

The value of parallel reading and inference work was discussed. The group felt that this type of activity is valuable and should be encouraged. One technique mentioned was to assign certain famous people to each student. The student would be required to read everything about that person and then dramatize his or her life to the class.

The problems evolved in project work were discussed. It was decided that this could best be carried out by dividing the class into committees and assigning a small project to each group. It was felt that keeping certain materials such as news maps posted at all times is valuable. Use of news items from the paper and the classification of the type of story on the bulletin board was brought out. One teacher stated that he increased interest by cutting out a picture of

some famous person and posting this each week. Students then tried to find out who the person was.

The group discussed the value of visual aids and came to the conclusion that they should be used whenever possible. The value of previewing all materials and discussing the content both before and after the showing was a necessity to good teaching.

#### WORKSHOP II—MATHEMATICS, SECONDARY LEVEL

(Leader: Mr. LAWRENCE NEWMAN, California School, Riverside)

(Recorder: Mr. RAYMOND KOLANDER, Montana School, Great Falls)

##### *Laboratory learning in mathematics*

Concrete foundations in basic concepts should be taught before abstract ideas are presented.

*Arithmetic should be speeded up so that algebra and geometry can be introduced at an earlier age*

It was felt that an earlier start in lower grades would leave time for more study in algebra and geometry as well as time for a review of arithmetic fundamentals. Most schools offer approximately 2 years of algebra.

##### *Homework*

Homework should be review work. New work, especially language problems, is not good homework material.

A special study hall should be held for students who do not complete their assignments.

Time should be made for heavier workloads for older students, and provision made for longer study periods.

##### *Language factor in arithmetic*

Known illustrations serve to facilitate understanding of problems. Use true-life illustrations. Teach basic language of problems, using keywords to help fix idea in the children's minds. Understanding the problem and the language should be of prime consideration and keywords are merely a tool in this, not an end in themselves.

##### *Algebra taught to noncollege preparatory students*

Depending on courses offered, general business and practical mathematics courses are more effective for students who do not plan to go to college. Algebra can possibly stimulate reasoning power and enthusiasm but its importance for the noncollege student is doubtful.

##### *Correlation of all mathematics classes in a school*

A standardization system of teaching mathematics in each school is needed so that the mathematics program can be correlated and thus progress faster and yield better results.

##### *Dividing classes into slow and fast groups and mixing classes*

It was felt that while it works in small schools, larger schools should keep the classes together and introduce supplementary material.

##### *Should intermediate classes rotate?*

In rotation of intermediate classes, poor correlation between subjects occurs. Intermediate children are not sufficiently mature to fare well under various teachers.

*Vocational shops helpful to mathematics classes*

Vocational shops provide measuring tools, instruments, practical applications, etc., and use mathematic principles in their course of study.

*Correlation of language and mathematics*

Mathematics teachers should stress language problems more than they do. They should avoid a tendency to skip or skim over them.

**WORKSHOP III—SCIENCE, INTERMEDIATE LEVEL**

(Leader: Mrs. VI McDowell, Montana School, Great Falls)

(Recorder: GERTRUDE KREHBIEL, Kansas School, Olathe)

(Mr. D. O. PEDERSON, Gallaudet College, Washington, D.C., Resource Person)

The workshop group agreed that science classes cannot be graded according to years in school but according to child's academic level.

If the school has a speech class, science vocabulary, speechwise, should be taught there.

Adequate preparation should be made before field trips are taken. (1) Teachers prepare with pupil; (2) teachers contact personnel of places to be visited; (3) write "thank you" letters after field trips; (4) on-campus trips should not be overlooked. Staff members are a good source of information for science classes.

Equipment in laboratories, trees and shrubs on campus, and machines in shops should be labeled. New construction on campus provides a good place to learn science facts.

Sources of curriculum materials were given.

Preview all movies, if possible. Show the movies two or three times with discussion between showings.

Objects and things in our environment should be used as supplementary material as well as available printed material.

Current Science, Weekly Readers, comic-book-type science facts, Jack and Jill magazine, and other youth publications, plus the newspapers and weekly news magazines, contain material which can be helpful in teaching science.

The brighter students could have projects, parallel texts, supplementary materials to occupy their time while the slower students finish an assignment.

It was recommended that each school have a science fair to encourage students to develop initiative and to explore his own area of interest.

We agreed that time to correct facts and language was after work had been written on the slate.

Every school should have a place to keep specimens so they do not clutter the classroom. This would develop into a small museum.

Mr. H. Lynn Bloxom, of Colorado Springs, presented the "Little Hall of Science" which was a splendid demonstration of how scientific facts can be presented to classes with the use of inexpensive and home-made equipment.

THURSDAY, JULY 2, 1959

## SECTION ON VOCATIONAL TRAINING

Ritter Hall, No. 4—Section leader: Mr. Howard Rahmlow, supervising teacher, California School, Riverside

9-9:45 a.m.

Section meeting: Report and discussion of proposals of vocational teacher certification criteria.

10-11:45 a.m.

Morning session of vocational workshops.

1:15-2:15 p.m.

Afternoon session of vocational workshops.

2:15-2:45 p.m.

Workshop participants and recorder formulate report.

3-3:45 p.m.

Section meeting to summarize vocational training workshops.

## VOCATIONAL WORKSHOP TOPICS

"Occupational Possibilities, Understanding Vocational Rehabilitation Agencies": Mr. Uriel Jones, chairman.

Mr. RAHMLOW. It is a pleasure to welcome back to our second general session so many of you who were with us on Tuesday. To those of you who are joining us for the first time, welcome, and may you find this meeting both enjoyable and profitable.

As you know, on Tuesday, a workshop, which I had the privilege of chairing and at which Mr. Samuel Railing was recorder, was held on the topic, "Certification Criteria for Vocational Teachers of the Deaf." In opening this workshop I submitted by means of words and charts the picture of the present Conference of Executives' certification requirements, the requirements for a class A credential for a public school vocational teacher in the States of California and New York, and a suggested set of requirements for vocational teachers of the deaf which we could use as a starting point.

Most of the morning was spent in discussion of needs, objectives, and problems connected with drawing up new criteria. In the afternoon we started by having the recorder briefly review the morning's proceedings. We then proceeded to list the items, with no concern for correctness of order, that were felt should be included in the new criteria. After the listing they were discussed and some items changed or deleted. This was followed by rearranging the items into what was felt was a logical order.

I have made up charts showing the results and will now present them to you with explanations. (See Tuesday's proceedings for listing of new criteria.)

General discussion followed concerning the criteria for certification as listed. A committee consisting of Mr. Samuel Railing, Mr. Virgil Epperson, Mr. Roy Parks, and Mr. Howard Rahmlow, upon authorization by the assembled vocational section, was empowered to think through and revise the suggested criteria, a report on the revised criteria to be made at the afternoon session.

The revised vocational teacher of the deaf certification criteria was presented in chart form and explained by the section leader, Howard Rahmlow. Questions of assembled members were answered and items discussed. Motion was made by Mr. Uriel Jones and seconded by Mr. Toivo Lindholm to accept the revised criteria as presented and to sub-

mit the same to the Conference of Executives, American Schools for the Deaf, for their action. The motion was unanimously carried. The recommended criteria follows:

**CERTIFICATION CRITERIA FOR VOCATIONAL TEACHERS OF THE DEAF**

**PERMANENT VOCATIONAL CERTIFICATE**

**I. Industrial arts and homemaking teachers:**

(1) Bachelor's degree: (a) Major in one of the above areas,  
or

**Ia. All other vocational subject teachers:**

(1) High school or school for the deaf graduation.  
(2) Three years or more of skilled trade experience.

**II. Three years or more of successful teaching experience with the deaf.**

**III. Recommendation of supervisor and/or superintendent.**

**IV. Inservice and/or college training:** Twelve semester hours required as follows:

Four to six units must be in—

(1) Language for the deaf.  
(2) Methods of teaching the deaf.

**Six to eight units of electives:**

(1) Guidance (vocational or educational).  
(2) General educational psychology.  
(3) Course development.  
(4) Communication (manual or oral).  
(5) Child psychology.  
(6) Child study.  
(7) Tests and measurements.  
(8) Audiovisual education.

**TEMPORARY VOCATIONAL CERTIFICATE**

**I. Issued to those teachers who meet all the requirements for a permanent certificate except:**

1. Have not completed requirement II. (Have less than 3 years of teaching experience with the deaf.)

or  
2. Have not completed requirement IV. (Have not completed the 12 semester hours of required training.)

**II. Three years shall be allowed in which to complete the needed requirements.**

**HOW TO PROMOTE MORE FUNCTIONAL SHOP LANGUAGE**

(DONALD WILKINSON, instructor of printing, New Mexico School, Santa Fe)

In the teaching of a vocational trade or subject, such as printing, baking, woodworking, etc., there is a tendency on the part of the instructor to go all out on the teaching of manipulative skills and not enough on the teaching of shop language. The teaching of manipulative skills is very important. On this point there is no argument. However, to be skilled in a trade is one thing; to be able to follow instructions is another. This is where shop language comes in.

The teaching of language to a deaf child is a never ending battle in a school for the deaf. Administrators, principals, and teachers are constantly looking for better and improved ways of accomplishing this aim. Since we are all in agreement that the teaching of language to a deaf child is extremely important in a school for the deaf, then all teachers, both classroom teachers and shop teachers, must work together when it comes to the teaching of language.

Since a shop teacher usually has many areas to cover in a shop course, I do not feel that a shop teacher should be too concerned with the teaching of everyday language. That is the concern of the

classroom teacher. The same holds true for the classroom teacher. The classroom teacher has enough to worry about without getting too involved in the problems of the shop teacher. At this point I do not wish to leave the impression that shop teachers and classroom teachers should be ignorant of each other's problems. They must both be ready to be of assistance to each other whenever the occasion arises. However, the emphasis must be on shop language in the case of the shop teacher and the emphasis must be on everyday language in the case of the classroom teacher. In order that the deaf child may receive the maximum help in his language difficulties there must be some cooperation between both teachers. Before I discuss with you a few ways that shop teachers can promote more functional shop language I would like to quote from Friese<sup>1</sup> who lists ways that classroom teachers and shop teachers can work together in promoting good language:

IN THE SHOP AND BY THE SHOP TEACHER

1. Industrial teachers must use correct speech and language.
2. Encourage students to express their thoughts.
3. Call attention to more serious errors in English.
4. Avoid use of slang—teacher and student.
5. Demand good English expression from students.
6. Emphasize importance of good English.
7. Arrange tests or themes (to be examined also by English teacher).
8. Insist upon proper spelling of shop terms, neatness, and form of written papers.
9. Develop trade vocabulary.
10. Insist upon correct reading and interpretation of job sheets.

IN THE ENGLISH CLASS AND BY THE ENGLISH TEACHER

1. Make English interesting.
2. Get the industrial students to feel they are as competent as other students.
3. Have a viewpoint of shop teachers' problems (visit shop).
4. Have students go to shop teachers for theme topics.
5. Have students report orally or in writing on subjects related to the shops.
6. Develop desire to find meanings of words.

Although the above list was made out with hearing students in mind they apply more or less when deaf students are concerned.

In my discussion today I would like to discuss briefly some ways that more functional shop language may be promoted in a print shop. Although I may be talking about the printshop, the ideas discussed may apply, more or less, to other vocational shops.

The first thing I would like to discuss is something that most shop teachers, and in this case, printing teachers, should be quite familiar with. This is what we call a job ticket. I have a sample of the one we use at the New Mexico School for the Deaf. It is a 9 by 12 kraft end flap envelope with the flap trimmed off. On the front of this envelope is printed all the information concerning the job to be done. It gives the name of the job, size, kind of type to be used, kind of paper to be used, colors, inks, trimming, punching, perforating, padding, costs, and to whom the job is to be delivered. The copy, proofs, and a sample of the final printed job are kept in this envelope. In other words, when all information is properly recorded on this

<sup>1</sup> Friese, John F., "Course Making in Industrial Education," the Manual Arts Press, Peoria, Ill., 1946, pp. 163-165.

job ticket, the printer, or in our case, the student, should be able to do the job from beginning to end, with no questions asked. That is, provided the student understands the information given on such a job ticket. In order that the student may be able to complete a job assigned to him, some time must be spent by the instructor in teaching the student to understand and follow instructions given on a job ticket. The use and understanding of job tickets in the shop must be emphasized again and again because it is something the student will most surely encounter in a commercial printshop.

Another means of promoting shop language is through the use of name cards or description cards on all pieces of equipment in the shop. All machines should have a large card mounted on them bearing its name. In addition to the name there might also be a short description of its use or what it will do. For example:

#### CHALLENGE PAPER DRILL

This machine is used to drill round holes in paper. It is also equipped to cut round corners on paper.

When a student constantly sees this name and description day in and day out perhaps he will eventually be able to describe what he is doing in good language when he is working at this machine.

One of the most embarrassing things that can happen to a shop teacher is to have some person walk into the shop and approach a student who is working at a job and ask him what he is doing, and have the student shrug his shoulders, meaning he does not know or go through a lot of hand gestures in an attempt to explain what he is doing. In some cases the student may not have been told what he is doing and if he has been told or taught what he is doing he may have just forgotten. However, in many cases the student knows what he is doing but is unable to express in good language what he is doing. With this thought in mind I am going to try the following idea during the next school year. On sheets of paper approximately 8½ by 11 will be printed the following:

1. Please do the following:
2. What are you doing?
3. What did you do?

Under the first item the instructor tells the student to do something. For example:

Cut one ream of 17 by 22, 16 pound white bond paper to the following size: 8½ by 11.

While the student is performing this job the instructor will approach him and ask him what he is doing. Under the question "What are you doing?" the student should describe what he is doing. For example:

I am cutting a ream of 17 by 22, 16 pound white bond paper to the following size: 8½ by 11.

Naturally, the student, if he has language difficulty, may have difficulty in answering the question properly. This is where the instructor should take the time to explain to the student in good language, what he is doing. Perhaps after constant repetition the student will eventually be able to reply fairly well to the question "What are you doing?" The same procedure will apply to the third question on the

paper "What did you do?" These papers might be kept by the student in a notebook for future reference. In addition to teaching the student to understand what he is doing this idea might contribute to the understanding of the past, present, and future tenses. I realize that this idea might be a little time consuming but if it helps the student in his language difficulties, then I think it is worth the time involved. Since this idea is new, to me at least, I would appreciate your ideas on it, both pro and con.

I have with me today a chart which one of our primary teachers at the New Mexico School for the Deaf uses in her classroom. It is a language chart referring, in this case, to tools used in the woodworking shop. This is one good example of how a classroom teacher can be of assistance to the shop teacher in promoting shop language and vocabulary.

Tool charts are quite common to all shop teachers and for this reason I will not dwell on them too much in my talk to you. However, I would like to say this in regard to tool charts. Tool charts mounted on the wall in a shop are a fine thing for teaching vocabulary but they contribute little to the teaching of shop language unless the tool chart also explains what the tool is used for. For this reason I feel that all tool charts should also have an explanation of what the tool is used for, in addition to its name. This way the student has something to refer to if he has forgotten what a particular tool is for, or if he has difficulty in expressing himself in regard to the tool's use.

All school papers devote a large part of each issue to what we call pupils' items. Each month each student writes a short article about himself which might be newsworthy to the parents. Through this means the students get some practice in writing compositions. For this reason I feel that all school papers should have a part of each issue devoted to vocational shop news. Each month one or more students in each shop will be given an opportunity to write an article about his or her particular shop. He might describe a job he is doing or did or perhaps describe how a particular machine works. This I feel would be a contribution to the teaching of more functional shop language.

Before closing my talk to you I would like to emphasize one more thing. In order to promote more functional shop language it is absolutely necessary at all times for the instructor to give all instructions in complete, grammatically correct sentences. This applies both orally and in finger spelling, or in writing. The student should also be required to answer questions the same way. This way good shop language is being promoted *all* the time.

Naturally, in my short talk to you, I have been able to discuss with you only a few ways that shop language can be promoted in the shop. I am sure that there are as many ways to promote functional shop language as there are teachers at this meeting. If nothing else I hope we will be able to leave this meeting with many more ideas on how to promote more functional shop language.

**WORKSHOP I—HOW TO PROMOTE MORE FUNCTIONAL SHOP LANGUAGE**

(Leader: Mr. DONALD WILKINSON, New Mexico School, Santa Fe)

(Recorder: Mr. MARTIN VITZ)

The meeting opened with introductions of those present. Mr. Donald Wilkinson read his paper on "How To Promote More Functional Shop Language." He then opened the meeting for discussion.

After much discussion the group agreed upon the following points:

1. To explore ways and means to create an awareness of use of tools, and its closely related beginning language in primary children before they begin general vocational training.
2. To promote closer cooperation between classroom teachers and shop teachers in the use of everyday language.
3. To promote functional shop language. The shop teacher must stress the proper use of terms and meanings. That shop language to be used later on the job must be stressed. Call it if you will, directional shop language.

**WORKSHOP II—OCCUPATIONAL POSSIBILITIES, UNDERSTANDING  
VOCATIONAL REHABILITATION AGENCIES**

(Leader: Mr. URIEL JONES, Tennessee School, Knoxville)

(Recorder: Mr. LEONARD TAYLOR, Missouri School, Fulton)

We recognize three key groups as being directly concerned with the vocational rehabilitation of the deaf; namely:

1. The schools for the deaf.
2. The vocational rehabilitation offices.
3. The State (or local) organization of the deaf.

We recommend that representatives of these three groups meet at their State school for the deaf in the fall of each year to discuss their common problems about vocational rehabilitation, and in turn distribute their findings to all concerned.

We further recommend that these three groups search for and use whatever job analysis studies that are available, asking the U.S. Office of Vocational Rehabilitation to assist in securing such information.

We further recommend that a position be created in the U.S. Employment Service for a specialist to work with the deaf, similar to the consultancy now existing in the U.S. Office of Vocational Rehabilitation.

**UNDERSTANDING VOCATIONAL REHABILITATION AGENCIES**

Many people do not understand. That is a common problem. Some schools ask question—Should all this responsibility be turned over to Rehab? Should we have Rehab agents in our school? We must understand that the demand for unskilled workers is less and less. Do you help to place children in your State? Are you satisfied

with the arrangement in your State? Some do not need help. But many do. Is Rehab servicing the deaf in your State? Mutual understanding is needed. The deaf many times misunderstand Rehab service. Say they cannot get help. We need close relationship.

Comment by Mr. Jess Smith: Three avenues of understanding:

1. Vocational Rehab people.
2. Schools for the deaf.
3. The deaf themselves, especially the adults—the deaf have only recently come into Vocational Rehab on a very active basis.

Comment by Mr. Everett Scott, State VR supervisor, Colorado Springs: Very little has been done by VR counselors for the deaf in job placement and training in the past. There have been definite strides in recent years. To remedy this, vocational scholarships are offered VR and others to learn sign language and problems of the deaf so that a better job can be done. More attempts are being made on the part of VR to do better job of understanding the deaf and their problems and also to help place and train them.

Definite cooperation and understanding between adult deaf, schools for the deaf, Rehab, parents and employer. We need more counselors for the deaf in VR. Orientation of older deaf students to VR services should be in fall or midyear rather than at the end of the year. If they do not understand before they leave school they are unlikely to become acquainted with the services of Rehab later. We have the problem of convincing students that some fields are not "degrading," and that they offer excellent opportunities. Services such as laundry and drycleaning. There is a need for calling in capable people from the organizations of the deaf and from the schools to assist in interviews and other counseling. Rehab man must understand he has three jobs—vocational, emotional, and social, inasmuch as he must place the deaf child in the best environment. Beyond the problem of training and placement we have the personality, which makes for success or failure. Weakness results in many failures. We all need to be good salesmen to sell the deaf to employers. We should expand placements into a wider variety of fields.

In order to create better understanding of VR services, each State VR office should provide information as to their rules and limits on, (1) monetary outlays, (2) length of training period, (3) retraining. Provide information as to in what fields the deaf have proven successful. Supply this information to the schools, parents, and organizations for the deaf. Just because a student does not stick to the field in which he has been trained does not mean the training itself is a failure. Deaf students often succeed in other fields, using competencies learned in diverse training.

#### OBJECTS AND BENEFITS OF TRADE VERSUS INDUSTRIAL ARTS

(G. DEWEY COATS, vocational principal, Missouri School, Fulton)

To come within the time limit, this paper will be couched in the briefest possible terms.

Which offers more to deaf students, our traditional program of vocational education or the industrial arts pattern?

You will agree, I am sure, that this discussion will be more meaningful and profitable if we first refresh our memories on the distinctive features of the two concepts. For a quick and authoritative refresher, we can use Ericson's excellent table of comparative characteristics.<sup>1</sup>

## CHARACTERISTICS OF INDUSTRIAL ARTS

1. A definite phase of general education based on values derived principally from manipulative activity and study of materials.
2. Emphasis placed upon exploration and participation rather than skill and efficiency.
3. Open and valuable to all students, whether talented or not.
4. Pupils of all ages eligible.
5. Aims best served through a variety of experience with tools and materials representing many industries and crafts.
6. Equipment need not match industrial conditions.
7. Classes held for single class periods except in special classes.
8. Not reimbursed through special Federal funds.
9. Teachers primarily prepared in teacher-training institution (may have trade experience).
10. Course content, length of time, etc., determined by school representatives.
11. Projects are chosen with reference to student interest.
12. Standards of accomplishment based upon pupil growth rather than upon skilled work.

## CHARACTERISTICS OF VOCATIONAL EDUCATION

1. A specialized program for the purpose of preparing students for remunerative employment.
2. Development of skill is emphasized.
3. Students selected with reference to aptitude for the work.
4. Available to students of high school age and older.
5. Concentration on one trade or occupation.
6. Equipment should basically be parallel to industry.
7. Work carried on 3 or more hours per day in trade practice and related subjects.
8. Reimbursable through State and Federal funds.
9. Teachers selected from trades and given professional teacher training.
10. Course content and duration of courses arranged through advisory committees from industry, labor, and schools.
11. Work assignments based upon practices in the trade.
12. Standards of workmanship judged in the light of demands of the trade.

To get our picture into sharper focus, we might add three more points of comparison:

1. The two philosophies have a common overall goal—to prepare the students to enter into some remunerative occupation.
2. The aim of industrial arts is to afford the students a broad preview of the various occupations—a "getting ready" course, stopping just short of training in specific occupations.
3. The objective of the vocational education program is immediate actual training in the skills of the specific vocations.

Now let us point out some of the benefits which we believe would accrue to our students under an industrial arts program:

1. Industrial arts offers a broad orientation course which would give all deaf students a much needed and fuller picture of the world of work.

<sup>1</sup> Ericson, Emmanuel E., "Teaching the Industrial Arts," Manual Arts Press.

2. The longer exploratory period is a desirable feature for deaf students, many of whom are slow-maturing and frequently unready or unqualified for our vocational courses.

3. The pattern permits the introduction of a greater variety of occupations since costly industry-type equipment is not necessary. This is a desirable feature in view of the too limited vocational offerings presently available.

4. Qualified industrial arts instructors would seem to be more readily available than trade instructors who must be lured away from the highly paid skilled trades and who must somehow acquire the additional instructional savvy necessary for success with deaf students.

5. Students with industrial arts training are likely to be more adaptable and flexible in meeting employment opportunities. This is in line with the employment practice of large companies who prefer to do their own employee training.

Turning to the program of shop work based on trades or vocations, let us consider some of the advantages:

1. Vocational education is the more advanced phase of shop work. It takes the students much closer and earlier to job readiness. It is a "do it now" program.

2. The training in trade skills is provided at the most advantageous time—while the students are in school. Postschool vocational training opportunities are unlikely to be so favorable.

3. The vocational training climate is much more favorable in the residential school than elsewhere. The program is adapted to the unique educational handicap of the deaf and the instructors are more understanding and positive minded toward the potentials of the deaf in the higher level of skills.

4. The vocational program requires industry-type equipment and industry-like shop situations. These are of prime importance to deaf students whose training must be mainly objective to be meaningful and effective.

5. Vocational-type training calls for vastly more pupil participation. This affords the means of emphasizing better than average skill and productivity. A margin of productive superiority is necessary to enable deaf persons to hold their own in industry.

6. The stronger the vocational program the higher the morale of the students which would not be the case in a "do it later" industrial arts setup. Existence of an adequate vocational program gives notice to the students, as well as to the public, that the school has faith in the higher industrial potential of the students.

We need not be reminded, however, that the mounting cost of industry-type equipment and materials is likely to slow down the replacing of obsolete machinery and severely limit the range of vocational choices. So I would like to close this paper by suggesting two possible solutions to our dilemma.

In this age of shrinking distances, it would seem the time is ripe to consider some sort of interstate vocational student exchange. Such a plan worked out on a regional basis might assign to each school two or three vocations, none alike, which should be kept fully equipped with the latest machinery. Qualified students could then devote their last year or two to advanced work in the school best equipped for such training.

Utilizing the school shop facilities for summer training opportunities for adult deaf students is another plan which should be considered. The Office of Vocational Rehabilitation might lend its cooperation in working out a regional plan for diversifying and strengthening the vocational offerings available to the adult deaf in the summertime.

### WORKSHOP III—INDUSTRIAL ARTS

(Leader: G. DEWEY COATS, Missouri School, Fulton)

(Recorder: C. C. DORSON, Gallaudet College, Washington, D.C.)

I. What are the specific advantages offered by industrial arts to students in a residential school for the deaf?

1. Industrial arts offers—

- (a) A broad orientation course to give deaf students a fuller picture of the world of industry.
- (b) A longer exploratory period, so desirable for slow-maturing students.
- (c) A way to introduce a much greater variety of occupations without the investment on costly industry-type equipment.
- (d) A solution to the vocational instructor scarcity problem.
- (e) A more adaptable outlook on the part of the students in conformity with the current trend of terminal training by employers of the rehabilitation group.

II. What specific advantages are offered deaf students by the trades or vocational pattern of shop training while in school?

The sentiment was that industrial arts should not replace completely vocational education in schools for the deaf. The general feeling was that industrial arts or general shop should take up only the time for students to become ready for specialization.

III. Should the industrial arts program of shop training replace that of trades, or vocational education? If so, to what extent?

1. Vocational education offers—

- (a) A more advanced training, and earlier job readiness.
- (b) A more advantageous time for specialized training while students are in school.
- (c) A more favorable vocational training climate. Instruction and teacher qualifications are more adapted to deaf students' unique educational handicap.
- (d) A more objective training program, using industry-type machinery and positive minded teachers with confidence in high level potentials of deaf students.
- (e) Greater pupil participation, enabling emphasis on better than average skills and productivity.
- (f) A way to emphasize to students and to the public that the deaf have high industrial potentialities.

IV. Can the benefits offered by the two patterns of shop training be combined and used to give maximum advantage to our students? If so, in what specific ways?

1. The sentiment was that the two programs could be used in part advantageously suggested ways, viz:

- (a) Emphasize training in proper attitudes and work habits.
- (b) Maintain high standards and productivity.

- (c) Use most modern equipment for effective training.
- (d) Consider the possibility of interstate student exchange agreements to permit terminal training of students on the most modern equipment.

- (e) Summer school training programs.

Conclusion: The industrial arts program in schools for the deaf should be encouraged; however, at the same time, the vocational educational program (trades) must not be deemphasized.

#### WORKSHOP IV—HOMEMAKING TEACHERS

(Leader: Mrs. BERNICE OWENS, Arkansas School, Little Rock)

(Recorder: Mrs. LENORA HUDSON, Oklahoma School, Sulphur)

Homemaking teachers met July 2 for the purpose of organizing a section whereby this group will go on record as desiring future meetings for same to discuss problems, plans, methods, and programs to further the teaching of homemaking to the deaf.

#### RECOMMENDATIONS

A steering committee: Mrs. Coney Black, Mrs. Carolyn Dudley, Miss Lucy Goins.

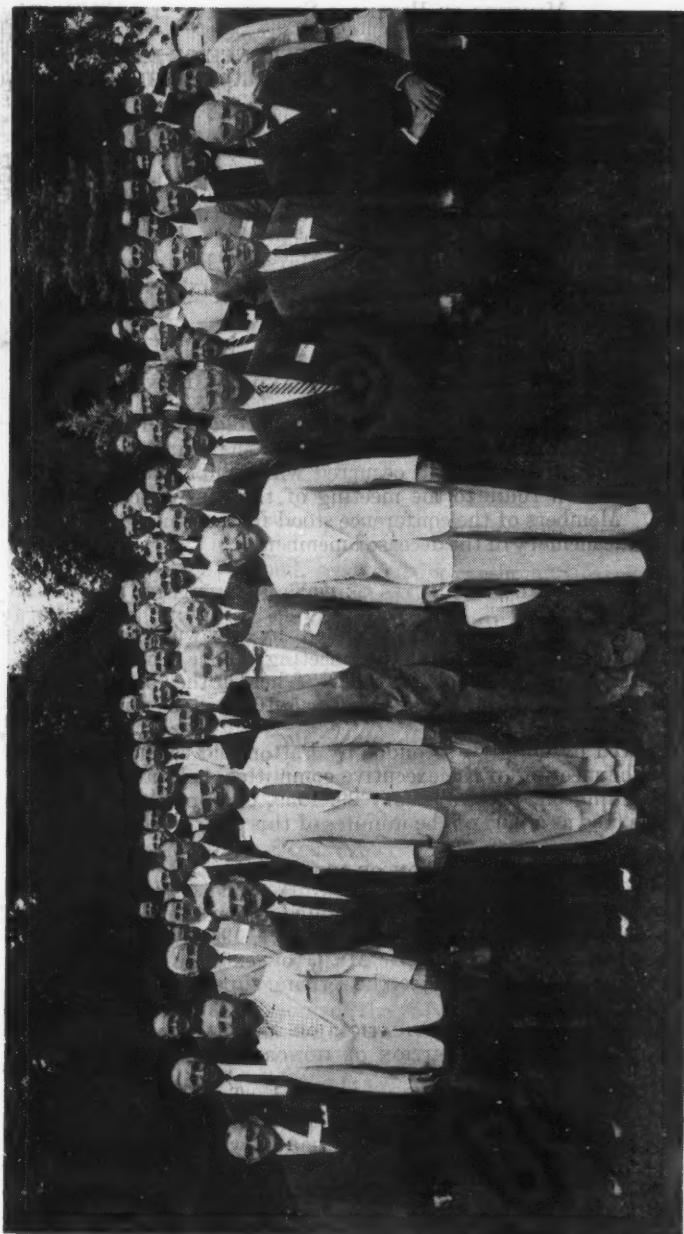
Suggestion was made that a representative of deaf teachers and a representative from the college be added to this committee.

That demonstration type meetings be used in the several phases of homemaking.

That 2 days of the convention be allocated to homemaking meeting.

The following subjects were discussed informally by the 12 teachers present:

1. How to present and make language more functional.
2. How to use commercial material.
3. How to select and use professional magazines.
4. Could we have textbooks usable in the hands of the deaf?
5. What is the homemaking teacher's area of responsibility in instructions in personal hygiene and sex education?
6. What guides can we use for selecting experiences for our bright pupils, slow learners, and multihandicapped?
7. What methods of teaching are most effective?
8. What is the value of a practice house or cottage in teaching home management and other phases of homemaking?
9. How should oral and manual pupils be taught when in the same class?



Conference of Executives of American Schools for the Deaf, Colorado Springs, Colo., July 1939

## MINUTES OF BUSINESS SESSIONS

**THE 31ST REGULAR MEETING OF THE CONFERENCE OF EXECUTIVES:  
OF AMERICAN SCHOOLS FOR THE DEAF, COLORADO SPRINGS, COLO.,  
JUNE 30-JULY 1, 1959****I. CALL TO ORDER AND ROLLCALL**

The first business session of the 31st regular meeting of the Conference of Executives of American Schools for the Deaf was held in Brown Hall of the Colorado School for the Deaf and Blind, Tuesday morning, June 30, 1959. President Marshall Hester called the meeting to order at 9:30 a.m. The roll was called and a list of those present is included with these minutes.

**II. TRIBUTE TO THE MEMORY OF MR. HAROLD W. GREEN, SUPERINTENDENT, UTAH SCHOOL FOR THE DEAF AND THE BLIND**

The president announced the death of Mr. Harold W. Green, superintendent of the Utah School for the Deaf and the Blind, as a result of an automobile accident which occurred while Superintendent and Mrs. Green were en route to the meeting of the conference and the convention. Members of the conference stood for a moment of silence in tribute to the memory of the deceased member.

**III. APPROVAL OF MINUTES OF PREVIOUS MEETINGS**

It was moved by Stevenson, seconded by Brown and carried that the minutes of the 30th regular meeting of the Conference of Executives of American Schools for the Deaf, held at the Clarke School for the Deaf, Northampton, Mass., October 5-10, 1958, be approved as published.

It was moved by Quigley, seconded by Patton and carried that the minutes of the meeting of the executive committee, held at Gallaudet College, Washington, D.C., January 29, 1959, be approved as circulated, and be filed as a part of the minutes of this meeting.

**IV. INTRODUCTION OF NEW MEMBER**

Mr. Charles B. Grow, newly appointed superintendent of the Kentucky School for the Deaf, effective July 1, 1959, was introduced by the president as a new member. Mr. Grow extended to the group greetings from Dr. Madison J. Lee, the retiring superintendent.

**V. APPROVAL OF PROXIES, QUALIFICATION OF ASSOCIATE MEMBERS AND GUESTS, AND RECOGNITION OF HONORARY MEMBER**

The following individuals were qualified officially to represent their respective schools in the business sessions, the superintendent being absent, and the secretary having in hand a written proxy in each instance.

John L. Caple, Georgia School.

Mrs. Patrice Costello, Crotched Mountain School.

Thomas H. Poulos, Michigan School.

Miss Frances I. Phillips, Newark Day School.

Robert W. Tegeder, Utah School.

Assistant superintendents and principals who were present were qualified as associate members for the 31st regular meeting, and their names are listed as a part of these minutes.

A number of guests were qualified for attendance at the executive session and their names are listed with these minutes.

One honorary member, Dr. Powrie V. Doctor, editor, American Annals of the Deaf, was present.

#### VI. COMMUNICATIONS FROM ABSENT MEMBERS

The president announced that communications had been received from the following absent members of the conference:

Mr. Chetwyne H. McAlister, principal, Diamond Head School, Honolulu, Hawaii.

Dr. W. M. Whitehead, superintendent, Virginia State School, Hampton, Va.

Mr. L. B. Hall, superintendent, Oklahoma School for the Deaf, Sulphur, Okla.

Dr. John A. Klein, superintendent, Lutheran School for the Deaf, Detroit, Mich.

#### VII. ELECTION TO HONORARY MEMBERSHIP

It was moved by Cloud, seconded by Stelle, and carried that Dr. Madison J. Lee, retiring superintendent of the Kentucky School for the Deaf, be elected to honorary membership and that the secretary write Dr. Lee advising him of his election to honorary membership.

#### VIII. REPORT OF THE TREASURER

The treasurer's report was read. It was moved by Cloud, seconded by Ambrosen, and carried that the report be received and filed as a part of the minutes of this meeting.

#### IX. REPORT OF THE EDITOR, AMERICAN ANNALS OF THE DEAF AND OTHER BUSINESS CONCERNING THE ANNALS

Dr. Powrie V. Doctor, editor, American Annals of the Deaf, read the editor's report to the conference, which is included with these minutes.

It was moved by Cloud, seconded by Galloway, and carried that the Conference of Executives instruct Dr. Powrie V. Doctor, editor, American Annals of the Deaf, to discuss with the executive secretary of the American Association for the Advancement of Science the possibility of the conference becoming an affiliate member of the group.

Dr. McClure, acting as spokesman for the executive committee of the convention, initiated a discussion concerning a proposal which might possibly come from the convention that membership in the convention should include a subscription to the annals. He further suggested that the annals might function under the control of the annals study committee, which might then be composed of three members of the conference, three superintendents representing the convention, and the presidents of the two organizations as ex-officio members of the committee. He pointed out that such change in the control of the annals could not be accomplished without amending the constitution of the

conference. In the discussion, Dr. Cloud suggested that one of the members of the committee representing the convention might be a classroom teacher.

It was moved by McClure, seconded by Graunke, and carried that the president of the conference appoint a committee to bring to the conference on Wednesday, July 1, 1959, a proposal for joint control of the annals by the conference and the convention.

There was discussion by the president and by Mr. Galloway pointing out the increasing need for a combined secretariat for the conference and the convention.

The secretary read the minutes of the meeting of the annals study committee held at Gallaudet College, Washington, D.C., January 29, 1959. These minutes were accepted and ordered filed with the minutes of this meeting.

#### X. REPORTS CONCERNING EFFORTS TO SECURE FEDERAL LEGISLATION TO SUBSIDIZE TEACHER EDUCATION

Dr. George Pratt reported in considerable detail concerning the various efforts to secure satisfactory Federal legislation which might subsidize teacher education programs in the area of the deaf. He reported especially in connection with the efforts which had been coordinated by Mr. Evan Johnston, director of development of the Clarke School for the Deaf.

It was moved by Stevenson, seconded by Galloway, and carried that the members of the conference express their appreciation to Dr. George Pratt, Mr. Evan Johnston, and to others connected with the Clarke School who have participated in the efforts to procure Federal legislation to subsidize the training of teachers of the deaf.

Dr. Pratt also commented on the usefulness of the research work done by Evan V. Johnston of the Clarke School, and by Dr. D. Robert Frisina, director, hearing and speech center, Gallaudet College, and Associate Editor of the American Annals of the Deaf, relating to the need for academic teachers of the deaf in the United States. The report by Mr. Johnston and Dr. Frisina was distributed at the meeting.

Dr. Clarence O'Connor reported concerning communications which he had had with officers of the American Parents Committee, Inc. in connection with possibilities of securing Federal legislation.

Dr. Leo Connor, chairman of legislative committee of the Council on Exceptional Children, gave a further report concerning efforts in the area of Federal legislation to aid programs of teacher education in the area of exceptional children. It was pointed out that this project must be considered a complex one and of long-term duration.

It was moved by Myklebust, seconded by Galloway, and carried that the conference go on record as supporting the efforts of President Marshall Hester and the several members who have been actively engaged in an effort to secure suitable Federal legislation to subsidize the training of teachers of the deaf and that the conference authorize the president and others engaged in these efforts to continue such.

#### XI. TEMPORARY ADJOURNMENT

The conference adjourned, temporarily, at 12 noon to reconvene at 1:30 p.m., Wednesday, July 1.

**XII. REPORT FROM MISS HARRIET MC LAUGHLIN CONCERNING STANDARDIZING READING TESTS**

In the absence of Miss Harriet McLaughlin, President Hester read a letter from Miss McLaughlin dated June 26, 1959, giving a progress report in connection with the project concerning standardizing certain reading tests on deaf children.

**XIII. REPORT OF CHAIRMAN OF NATIONAL COMMITTEE ON THE DEAF-BLIND**

Mr. Egbert Peeler, chairman of the National Committee on the Deaf-Blind, one of the two conference representatives on this committee, gave a progress report of the work of that committee. This report is included with these minutes.

**XIV. REPORT OF CHAIRMAN OF TEACHER TRAINING AND CERTIFICATION COMMITTEE AND RELATED BUSINESS**

Dr. Howard M. Quigley read the report of the teacher training and certification committee, which is included with these minutes.

Dr. Richard G. Brill reported for the subcommittee, consisting of Dr. Richard G. Brill, chairman, Dr. I. S. Fusfeld, and Dr. Hugo F. Schunhoff, which had been appointed by Chairman Howard M. Quigley to draw up a plan of revision of class A and class B certificate requirements.

It was moved by Brill, seconded by Clatterbuck, and carried that the Conference of Executives of American Schools for the Deaf revise the requirements for class A conference certificates and the class B conference certificates as follows:

**Class A—Academic**

To be eligible for this certificate the following three requirements must be met:

1. All candidates for a class A certificate must hold at least a bachelor's degree from an accredited college or university.
2. All candidates for a class A certificate must have satisfactorily completed a program of preparation as a teacher of the deaf at a training center which has been evaluated and approved by the Conference of Executives of American Schools for the Deaf.

(a) Deaf graduates of Gallaudet College who major in Education will meet this requirement.

3. Following the preparation, 3 years of successful teaching experience under qualified supervision is required for a permanent certificate. A temporary certificate may be granted following preparation and before the necessary experience is completed.

In lieu of the above requirements, this class A certificate may be granted when, in the judgment of the certification committee, applicants have qualified through executive or administrative positions or distinguished service in education of the deaf.

**Class B—Academic**

To be eligible for this certificate the following two requirements must be met:

1. All candidates for a class B certificate must hold at least a bachelor's degree from an accredited college or university.

2. (a) Completion of 24 semester hours in the education of the deaf, such courses to be subject to the approval of the teacher training and certification committee of the Conference of Executives, and 3 years of teaching experience with deaf children; or

(b) Completion of 8 years of satisfactory teaching experience with deaf children, attested to by a supervisor or administrator of a school for the deaf.

These requirements are to become effective September 1, 1959. Applicants for certification who completed their preparation to teach the deaf before this date will be evaluated on the basis of requirements previously in effect.

It was moved by Quigley, seconded by Ambrosen, and carried that the teacher training and certification committee be authorized to make changes in course descriptions without changing the semester hour values or general pattern.

It was moved by Quigley, seconded by Graunke, and carried that the president of the Conference of Executives be authorized to communicate with the president of the American Speech and Hearing Association to establish a joint committee with representation from both organizations, for the purpose of discussing preparation and certification of teachers of the hard of hearing, and furthermore that the president of the conference appoint representatives of the Conference of Executives to serve on that joint committee.

The committee appointed by the president to represent the conference is as follows:

Dr. Powrie V. Doctor, chairman.

Dr. Robert Frisina.

Dr. George T. Pratt.

Dr. Howard M. Quigley.

Dr. Clarence O'Connor reported the interest of the American Parents Committee, Inc., in the problems concerned with the preparation of teachers of the deaf. He also solicited the reaction of the members of the conference to a proposal that a series of motion pictures might be produced to serve as tools of instruction in teacher preparation programs and thereby serve in some measure as a means of coping with the teacher training problem. Such films might be of value in furnishing training programs for untrained teachers already in the classroom as well as furnishing instructional aid in preservice training programs. Such films might include both lectures and demonstrations and have accompanying manuals. Such films would in no way be expected to supplant present methods in use in preparing teachers of the deaf. By a show of hands the members of the conference present indicated strong approval of developing this idea.

Dr. Leonard M. Elstad and Dr. Powrie V. Doctor reported the establishment of a cooperative project, the American Speech and Hearing Association in conjunction with Gallaudet College, in work on the central index on the deaf, with offices for the joint project being situated on the Gallaudet College campus.

**XV. PROPOSAL FOR JOINT CONTROL OF THE AMERICAN ANNALS OF THE DEAF**

Dr. William J. McClure, as spokesman for the executive committee of the convention, reported that the executive committee of the convention suggests that the conference consider the following constitutional changes in order to effect joint control of the *Annals* by the two organizations, the management to be under the direction of an annals committee, which is defined in the proposal below.

PRESENT CONSTITUTION	PROPOSED CONSTITUTION
<i>Article 5, section 5</i> The executive committee shall be charged with the management of the official organ of the conference known as the American Annals of the Deaf and shall elect its editor, who shall be responsible for the financial affairs of the publication and make an annual report to the treasurer. The editor shall serve for a term of 3 years and may be reelected at the discretion of the executive committee.	<i>Article 5, section 5</i> The official organ of the conference known as the American Annals of the Deaf shall be managed by an Annals committee consisting of the president of the conference, three members designated by the president and approved by the executive committee, the president of the convention of American Instructors of the Deaf, and three members representing the convention. This committee shall elect the editor of the Annals who shall be responsible for the financial affairs of the publication and make an annual report to the treasurer. The editor shall serve for a term of 3 years and may be reelected at the discretion of the Annals committee. The chairman of the Annals committee shall be designated by the president of the conference and be one of the three members representing the conference.

It was moved by Cloud, seconded by Parks, and carried that the president appoint a committee to meet with a committee which might be appointed by the president of the convention to study the above proposal and report back to the conference and that the president of the convention be notified immediately of this action.

**XVI. CERTIFICATE OF MEMBERSHIP**

Mr. Lloyd Harrison reported for the committee appointed by the president, in accord with action taken by the conference at the 30th regular meeting in Northampton, to prepare for the approval of the conference a suitable certificate of membership.

It was moved by Myklebust, seconded by Clatterbuck, and carried that the committee proceed with the details, have a certificate of membership printed, and that such certificate be sent annually to all members whose dues are paid.

**XVII. AMENDMENT TO ARTICLES OF INCORPORATION**

President Marshall Hester reported briefly concerning the articles of amendment to the articles of incorporation, dated January 29, 1959, these articles of amendment appearing on page 242 of the printed minutes of the 30th regular meeting, Northampton, Mass.

## XVIII. JOURNAL OF LANGUAGE DISORDERS

Dr. Powrie V. Doctor reported to the conference that the American Speech and Hearing Association has taken over this project.

## XIX. BROCHURE ON TEACHER TRAINING

Dr. Howard M. Quigley, chairman of the teacher training and certification committee, reported progress on this project and informed the members of the conference that a brochure would be printed.

## XX. ELECTION OF MEMBERS TO EXECUTIVE COMMITTEE

The term of office of Mr. Archie F. Leard, superintendent of the Saskatchewan School, and Mr. Carl F. Smith, superintendent of the North Dakota School, members of the executive committee expired. An election was held. Dr. Charles E. McDonald, superintendent of the Jericho Hill School, British Columbia, and Dr. Sam B. Craig, superintendent of the Western Pennsylvania School, were elected, their terms to expire July 1, 1962.

## XXI. PROGRESS REPORT ON CAPTIONED FILMS

Dr. E. B. Boatner reported concerning progress of the captioned films project in the Department of Health, Education, and Welfare, stating that he was informed that that agency was presently setting up the position of director of this project. He announced that three new films would be made available by the American School for 1959-60, while the project is in progress in the Department of Health, Education, and Welfare.

## XXII. REPORT CONCERNING COUNCIL OF NATIONAL ORGANIZATIONS ON CHILDREN AND YOUTH

Dr. D. T. Cloud reported briefly as the representative of the conference appointed by the president to meet with the Council of National Organizations on Children and Youth.

## XXIII. DEPOSITING OF RECORDS IN GALLAUDET COLLEGE LIBRARY

Dr. Hugo F. Schunhoff, secretary, informed the members that a file had been started in the Gallaudet College Library for depositing of official conference records and correspondence in accord with a motion passed by the conference at the 30th regular meeting in Northampton.

## XXIV. PLANS FOR THE 32ND REGULAR MEETING

Mr. Ben E. Hoffmeyer, program chairman, reported progress of program planning for the 32nd regular meeting of the conference to be held at Northwestern University, Evanston, Ill., April 3-8, 1960.

## XXV. DINNER MEETING IN ROCHESTER, N.Y., JUNE 1960

Mr. James H. Galloway reported that in accord with action of the executive committee, January 29, 1959, arrangements would be made for a dinner meeting for members of the conference and guests in conjunction with the meeting of the Alexander Graham Bell Association for the Deaf to be held in Rochester, N.Y., June 1960.

## XXVI. STUDY OF POSSIBILITY OF ESTABLISHING JOINT SECRETARIAT

In consideration of previous discussion recorded in these minutes and further discussion at this time, it was moved by Galloway, seconded by Graunke and carried that the president of the conference appoint a committee of the conference to consider the possibility of setting up a joint secretariat for the conference and the convention and that the president communicate with the president of the convention asking that he appoint a similar committee for the convention.

## XXVII. SALE OF PROCEEDINGS OF 30TH REGULAR MEETING HELD IN NORTHAMPTON

Dr. W. Lloyd Graunke, superintendent of the Tennessee School, where the proceedings of the 28th and 30th regular meetings of the conference have been printed, informed the members that 100 copies of the proceedings of the 30th regular meeting, held in Northampton, were still available. It was agreed by common consent that these copies of the proceedings be transferred to the office of the American Annals of the Deaf for sale, the Tennessee School to receive \$2.50 each for copies sold, and the Annals to receive whatever profit there might be from such sales.

## XXVIII. PROPOSAL FOR AMENDING THE CONSTITUTION

With reference to the proposed amendments to the constitution of the conference, ordered by the members of the conference at the 30th regular meeting to be printed in the American Annals of the Deaf in the November 1958, issue, for vote at the 31st regular meeting, Mr. Stanley D. Roth presented to the members of the conference the consensus of opinion of the executive committee, with special reference to the fact that there had been a typographical error in the printing of the proposed amendments, that the amendments in the form as printed be rejected. It was moved by Roth, seconded by Parks, and carried that because of the typographical error in the printing of the amendments in the Annals, and due to one question of associate members being required to pay membership fees, the discussion of the amendments be tabled until the Evanston conference, with the same committee studying and rewriting the amendments, which should be published in the Annals at the earliest opportunity.

## XXIX. RESOLUTION OF APPRECIATION

The conference unanimously passed a resolution expressing to Superintendent Roy M. Stelle of the Colorado School for the Deaf and the Blind, his staff, the Board of the Colorado School, and all who

have been concerned with the success of the 39th Biennial Meeting of the Convention of American Instructors of the Deaf and the 31st Regular Meeting of the Conference of Executives of American Schools for the Deaf a sincere vote of appreciation for their services and hospitality.

**XXX. CONGRATULATIONS TO SISTER MARIE ANTONIA ON COMPLETION OF 50 YEARS OF SERVICE**

It was moved by Rev. Thomas R. Bartley, seconded by Craig, and carried that the secretary of the conference send a telegram of congratulations to Sister Marie Antonia, Assumption Hall, Seton Hill, Greensburg, Pa., retired teacher of the DePaul Institute for the Deaf, upon completion of 50 years of faithful service in the field of the education of deaf children.

**XXXI. PROPOSAL TO CERTIFY HOUSEPARENTS**

It was moved by Clatterbuck, seconded by Brown, and carried that the president of the conference appoint a committee to study and to set up a plan to certify houseparents for schools for the deaf, and to present this plan for consideration at the next meeting of the conference.

The president appointed the following committee:

Marvin B. Clatterbuck, chairman.  
Virgil W. Epperson.  
Stanley D. Roth.

**XXXII. ADJOURNMENT**

There being no further business, the conference adjourned sine die at 3:50 p.m. Wednesday, July 1, 1959.

Respectfully submitted.

HUGO F. SCHUNHOFF, *Secretary.*

CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF, COLORADO SPRINGS, COLO., JUNE 30-JULY 1, 1959

*Conference membership list*

PRESENT

	School	City
Arizona	Arizona School for the Deaf.	Tucson.
Arkansas	Arkansas School for the Deaf.	Little Rock.
California	California School for the Deaf. do.	Berkeley. Riverside. Los Angeles.
Colorado	John Tracy Clinic.	Colorado Spring.
Connecticut	Colorado School for the Deaf.	West Hartford.
District of Columbia	American School for the Deaf.	Washington.
Florida	Gallaudet College.	St. Augustine.
Georgia	Florida School for the Deaf.	Cave Spring.
Idaho	Georgia School for the Deaf.	Gooding.
Illinois	Idaho School for the Deaf.	Jacksonville.
Indiana	Illinois School for the Deaf.	Indianapolis.
Iowa	Indiana School for the Deaf.	Council Bluffs.
Kansas	Iowa School for the Deaf.	Olathe.
Kentucky	Kansas School for the Deaf.	Kansas City.
Louisiana	University of Kansas Medical Center.	Danville.
Maryland	Kentucky School for the Deaf.	Baton Rouge.
	Louisiana School for the Deaf.	Frederick.
	Maryland School for the Deaf.	

## Conference membership list—Continued

	School	City
Massachusetts	Clarke School for the Deaf Horace Mann School for the Deaf Beverly School for the Deaf Perkins School	Northampton. Roxbury. Beverly. Watertown. Flint. Faribault. Jackson. Fulton. St. Louis. Great Falls. Omaha. Greenfield. Newark. Santa Fe. White Plains. New York. Rome. Mill Neck. Rochester. Morganton. Raleigh.
Michigan	Michigan School for the Deaf	
Minnesota	Minnesota School for the Deaf	
Mississippi	Mississippi School for the Deaf	
Missouri	Missouri School for the Deaf	
Montana	Central Institute for the Deaf	
Nebraska	Montana School for the Deaf	
New Hampshire	Nebraska School for the Deaf	
New Jersey	Crotched Mountain School	
New Mexico	Bruce Street School for the Deaf	
New York	New Mexico School for the Deaf New York School for the Deaf Lexington School for the Deaf Central New York School for the Deaf Mill Neck Manor Rochester School for the Deaf North Carolina School for the Deaf North Carolina School for the Blind and Negro Deaf	Great Falls. Omaha. Greenfield. Newark. Santa Fe. White Plains. New York. Rome. Mill Neck. Rochester. Morganton. Raleigh.
North Carolina	North Dakota School for the Deaf Ohio School for the Deaf Alexander Graham Bell School	Devils Lake. Columbus. Cleveland.
North Dakota	Jane Brooks Foundation	Chickasha.
Ohio	Oregon School for the Deaf	Salem.
Oklahoma	Western Pennsylvania School for the Deaf	Edgewood, Pittsburgh.
Oregon	DePaul Institute for the Deaf	Pittsburgh.
Pennsylvania	Rhode Island School for the Deaf South Dakota School for the Deaf Tennessee School for the Deaf Texas School for the Deaf Utah School for the Deaf The Austine School Virginia School for the Deaf Washington School for the Deaf West Virginia School for the Deaf Wisconsin School for the Deaf	Providence. Sioux Falls. Knoxville. Austin. Ogden. Brattleboro. Staunton. Vancouver. Romney. Delavan.
Rhode Island	Jericho Hill School	Vancouver.
South Dakota	Ontario School for the Deaf	Belleville.
Tennessee	Saskatchewan School for the Deaf	Saskatoon.

## NOT PRESENT

Alabama	Alabama School for the Deaf	Talladega.
Colorado	Evans Day School	Denver.
Connecticut	Mystic Oral School for the Deaf	Mystic.
District of Columbia	Kendall School for the Deaf	Washington.
Hawaii	Diamond Head School for the Deaf	Honolulu.
Kansas	Institute of Logopedics	Wichita.
Louisiana	Chinchuba Institute for the Deaf	Marrero.
Maine	Major School for the Deaf	Portland.
Massachusetts	Boston School for the Deaf	Randolph.
Michigan	Evangelical-Lutheran Institute for the Deaf	Detroit.
Minnesota	W. Roby Allen School	Faribault.
Missouri	St. Joseph's Institute for the Deaf	University City.
New Jersey	New Jersey School for the Deaf	West Trenton.
New York	St. Joseph's School for the Deaf	New York.
	Public School No. 47	Do.
Oklahoma	St. Marys School for the Deaf	Buffalo.
Pennsylvania	Wright Oral School	New York.
	Syracuse University Nursery Class	Syracuse.
South Carolina	Oklahoma School for the Deaf	Sulphur.
Texas	Pennsylvania State Oral School	Mount Airy, Philadelphia.
Virginia	Willis and Elizabeth Martin Day School	Scranton.
Wyoming	South Carolina School for the Deaf	Philadelphia.
Canadian schools:	Dallas Pilot Institute for the Deaf	Spartanburg.
	Sunshine Cottage—School for the Deaf	Dallas.
	Virginia State School	San Antonio.
	Wyoming School for the Deaf	Hampton.
Nova Scotia	Nova Scotia School for the Deaf	Casper.
Quebec	Mackay Institution for Protestant Deaf-Mutes	Halifax.
		Montreal.

CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE  
DEAF, 31ST REGULAR MEETING, COLORADO SPRINGS, COLO., JUNE  
30-JULY 1, 1959

MEMBERS PRESENT

Edward R. Abernathy, Ohio School  
 Lloyd A. Ambrosen, Maryland School  
 Thomas R. Bartley, (Rev.) DePaul  
 Institute  
 Lloyd E. Berg, Iowa School  
 E. B. Boatner, American School  
 William E. Bragner, Beverly School  
 Richard G. Brill, California School,  
 Riverside  
 Mrs. Margaret G. Brooks, Jane Brooks  
 School  
 Robert S. Brown, Mississippi School  
 John L. Capie, Georgia School  
 Marvin B. Clatterbuck, Oregon School  
 Daniel T. Cloud, New York School  
 Mrs. Patrice Costello, Crotched Moun-  
 tain School  
 Sam E. Craig, Western Pennsylvania  
 School  
 John Yale Crouter, Rhode Island School  
 J. G. Demeza, Ontario School  
 Leonard M. Elstad, Gallaudet College  
 Virgil W. Epperson, Washington School  
 J. Jay Farman, Austine School  
 Keith E. Gainey, Alexander Graham  
 Bell School, Cleveland  
 James H. Galloway, Rochester School  
 John F. Grace, Texas School  
 W. Lloyd Graunke, Tennessee School  
 Charles B. Grow, Kentucky School  
 Glenn I. Harris, Montana School  
 Nathan P. Harris, Horace Mann School  
 Lloyd A. Harrison, Missouri School  
 Marshall S. Hester, New Mexico School  
 Ben E. Hoffmeyer, North Carolina  
 School  
 Kenneth F. Huff, Wisconsin School  
 J. W. Jackson, Nebraska School

Thomas K. Kline, Illinois School  
 Archie F. Leard, Saskatchewan School  
 Edgar L. Lowell, John Tracy Clinic  
 Melvin W. Luebke, Lutheran School,  
 Mill Neck  
 William J. McClure, Indiana School  
 Charles E. McDonald, Jericho Hill  
 School  
 June Miller, University of Kansas Med-  
 ical Center  
 A. S. Myklebust, South Dakota School  
 Clarence D. O'Connor, Lexington School  
 Roy G. Parks, Arkansas School  
 John S. Patton, Louisiana School  
 Thomas H. Poulos, Michigan School  
 Egbert N. Peeler, North Carolina  
 School, Raleigh  
 Frances I. Phillips, Newark Day School  
 George T. Pratt, Clarke School, North-  
 ampton  
 Howard M. Quigley, Minnesota School  
 Edward Reay, Idaho School  
 Stanley D. Roth, Kansas School  
 Hugo F. Schunhoff, West Virginia  
 School  
 Joe R. Shinpaugh, Jr., Virginia School  
 S. Richard Silverman, Central Institute  
 Carl F. Smith, North Dakota School  
 Fred L. Sparks, Jr., Central New York  
 School  
 Roy M. Stelle, Colorado School  
 E. A. Stevenson, California School,  
 Berkeley  
 Robert W. Tegeder, Utah School  
 Edward W. Tillinghast, Arizona School  
 John M. Wallace, Florida School  
 Edward J. Waterhouse, Perkins School

HONORARY MEMBER PRESENT

Powrie V. Doctor, Gallaudet College

ASSOCIATE MEMBERS PRESENT

Robert Baughman, Kentucky School  
 Melvin H. Brasel, Arkansas School  
 James Canon, Mississippi School  
 Leo Connor, Lexington School  
 Thomas Dillon, New Mexico School  
 Albert Douglas, Texas School  
 Mervin D. Garretson, Montana School  
 C. Joseph Giangreco, Iowa School  
 Ralph Hoag, Arizona School  
 James A. Hoxie, Washington School  
 Mrs. Lillian R. Jones, Louisiana School  
 Margaret Kent, Maryland School  
 James R. Kirkley, Colorado School  
 Mrs. Harriett G. Kopp, Detroit Day  
 School  
 Richard K. Lane, Florida School  
 Myron A. Leenhouts, California School,  
 Berkeley

Harland J. Lewis, Minnesota School  
 Kendall D. Litchfield, New York School  
 Lewis M. Mayers, Oregon School  
 R. M. McAdams, North Carolina School  
 William M. Milligan, Texas School  
 Lloyd R. Parks, Kansas School  
 William E. Ransdell, Wisconsin School  
 Eldon E. Shipman, West Virginia  
 School  
 George H. Thompson, Nebraska School  
 Eugene Thomure, South Dakota School  
 Armin G. Turechek, California School,  
 Riverside  
 Isabelle Walker, Kentucky School  
 Arthur Yates, Illinois School

## GUESTS PRESENT

Laurence A. Broughton, Alberta School  
 Mrs. Dorothy Caicedo, New York School  
 S. James Cutler, Medical College of Virginia Nursery School  
 Robert H. Cole, president, parents' section, Alexander Graham Bell Association for the Deaf  
 D. Robert Frisina, Gallaudet College  
 Cornelius P. Goetzinger, University of Kansas Medical Center  
 Herman Klein, Colorado, Vocational Rehabilitation  
 Kenneth J. Loeder, Colorado School  
 Floyd McDowell, Montana School  
 Mrs. Mary Minor, Colorado School  
 Edward Posey, Texas School  
 Everett Scott, Colorado, Vocational Rehabilitation  
 Warren Thompson, Colorado, Vocational Rehabilitation  
 Bernard Tervoort, S. J., School for the Deaf, Sint Michaelgestel, Holland  
 Joseph P. Youngs, California School, Berkeley

## TREASURER'S REPORT FOR FISCAL YEAR, JULY 1, 1958, TO JUNE 25, 1959

Bank and cash balances beginning of year	\$2,643.85
Receipts:	
1957-58 conference dues	\$40.00
1958-59 conference dues	1,760.00
Total receipts	1,800.00
Total receipts and bank and cash balance	4,443.85
Disbursements:	
American Annals of the Deaf	\$750.00
Delegates to conferences:	
William McClure	30.50
Marshall Hester	48.00
Powrie Doctor	154.57
Hugo Schunhoff	8.53
Total delegates expense	241.60
Postage	19.65
Printing	30.20
Telephone and telegraph	121.54
Administrative supplies	1.54
Maryland Tax Commission	12.00
Total disbursements	1,176.53
Bank and cash balances June 25, 1959	3,267.32
Total	4,443.85

(Signed) STANLEY D. ROTH, Treasurer

I, the undersigned, have examined the records of Mr. Stanley D. Roth, Treasurer of the Conference of Executives of American Schools for the Deaf, for the period July 1, 1958 to June 25, 1959, and have found the accounting of the funds to be correct and in agreement with the bank statements of the Patrons Cooperative Bank, Olathe, Kans.

(Signed) LEONARD W. CULLISON, Auditor.

## AMERICAN ANNALS OF THE DEAF

## REPORT FOR 1958

The Convention of American Instructors of the Deaf and the Conference of Executives of American Schools for the Deaf, Colorado School for the Deaf, Colorado Springs, Colo., June 28-July 3, 1959

Mr. President and members of the conference, inasmuch as a complete report for the years 1956 and 1957 was made at the meeting of

the Conference at the Clarke School for the Deaf in Northampton, Mass., last October, the report for this meeting will be comparatively short.

#### STATISTICS

In the January 1959 issue of the Annals 25,525 pupils were reported in schools and classes for the deaf in the United States. This was an increase of 1,200 over last year. The year previous the increase was over 800. Thus we have an increase of over 2,000 pupils in schools and classes for the deaf in 2 years.

A total of 380 schools and classes were reported in the last January Annals. This figure will probably go up to 400 in the 1960 Annals. The great growth in day classes is making for a great deal more work in getting out the January issue, and if the present trend in day classes continues, it will mean an even greater amount of work.

We have given each of you a reprint of a study on the need for trained teachers of the deaf made by Mr. Evan Johnston of the Clarke School for the Deaf and Dr. Robert Frisina, director of the hearing and speech center at Gallaudet College and associate editor of the Annals. As you see, the need for teachers in schools and classes for the deaf has reached a very dangerous stage.

#### PARENT INFORMATION

We have not yet received orders for our 1959 parent information packet from all the schools. I would appreciate your orders now if you wish to give them to me.

#### REPRINTS

Our reprint division is one of the fast growing departments in the Annals office. We appreciate greatly the assistance that Superintendent Hester, Dr. Graunke, N. F. Walker, Ben Hoffmeyer, Lloyd Ambrosen, Dr. Boatner, and Dr. Elstad have been in helping us to reprint various articles for the Annals and for the parent packets.

#### BACK COPIES

We need more back issues of the Annals. We are in especial need of the March 1958 issue, the issue containing the Proceedings of the Institute on Personal, Social, and Vocational Adjustment to Total Deafness at the New York School for the Deaf in White Plains.

#### NEW OFFICES FOR THE ANNALS

Because of the building program at Gallaudet College, the Annals now has much better quarters. The new offices are located in College Hall on the first floor. The added space has been of great help in our work.

#### NEW ASSOCIATE EDITOR

We are happy that the executive committee and President Hester have appointed Dr. D. Robert Frisina, director of the hearing and speech center at Gallaudet College, as associate editor of the Annals. The Annals office is receiving more and more letters seeking information about the executive committee and President Hester.

tion on various points in the area of hearing and speech, and Dr. Frisina's aid in answering many of these letters will be most helpful.

#### AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

The American Association for the Advancement of Science, probably the largest scientific organization in the United States, has many affiliated groups. I have discussed the matter with their executive secretary, and with President Hester, and we believe it would be of great benefit to the conference to become identified with the group in an official way. They have a section in their organization for special education.

#### CONCLUSION

The Annals has had a good year. We are especially grateful to the men who so graciously gave of their time in January to the Annals meeting, President Hester, Dr. Abernathy, Mr. Ambrosen, Dr. Boatner, Dr. Cloud, Dr. Craig, Dr. Elstad, Mr. Galloway, Mr. Hoffmeyer, Dr. McClure, and Dr. Schunhoff. A great deal of work was accomplished at this meeting.

I wish to thank the members of the conference for their continued support of our publication.

Thank you.

POWRIE V. DOCTOR,  
*Editor, American Annals of the Deaf.*

#### AMERICAN ANNALS OF THE DEAF

*Statement of receipts and disbursements from Jan. 1, 1958, through Dec. 31, 1958*

**Receipts:**

Subscriptions from schools	\$6,424.50
Subscriptions from individuals	3,319.17
Sale of single copies and back numbers	552.50
Sale of reprints and books	1,513.38
Sale of parent packets	1,085.70
Advertisements	651.00
Checks from the Convention of American Instructors of the Deaf	2,135.00
Check from the Conference of Executives of American Schools for the Deaf	500.00
Check from the U.S. Government for the March issue	3,550.00
Miscellaneous	227.81
<b>Total receipts</b>	<b>\$19,959.07</b>

**Disbursements:**

Printing	14,768.18
Salary of editor	1,000.00
Salary of secretary	1,498.33
Clerical assistance	535.85
Office supplies	228.71
Stamped envelopes	109.00
Postage, express, and communication	640.78
Withholding and social security	297.93
Travel expense	220.83
Check returned from the bank	4.00
Gallaudet College Library for Long's "Language of Signs"	238.00
Miscellaneous	333.49
<b>Total disbursements</b>	<b>19,925.10</b>
<b>Gain for the year</b>	<b>33.97</b>

*Recapitulation of cash, 1958*

(1) Opening bank balance, Jan. 1, 1958.....	\$5,344.49
Add: 1958 receipts.....	19,959.07
Total cash.....	\$25,303.56
Less disbursements.....	19,925.10
Total.....	5,378.46
(2) Bank balance, National Bank of Washington (per statement) Dec. 31, 1958.....	6,682.42
Less outstanding checks:	
No. 1702, mental health project for the deaf.....	\$5.00
No. 1703, West Virginia School for the Deaf.....	24.00
No. 1705, Intelligencer Printing Co.....	1,130.71
No. 1707, the Washington Post.....	.75
Total.....	1,160.46
Less payment of Dec. 31, 1958.....	143.50
Total.....	5,378.46

*10-year business summary, 1948-57*

	Receipts	Disbursements	Net results		Receipts	Disbursements	Net results
1948.....	\$4,879.32	\$5,786.69	(\$907.37)	1954.....	\$13,999.57	\$14,234.87	(\$235.30)
1949.....	6,077.01	6,029.62	47.39	1955.....	13,869.82	12,988.14	881.68
1950.....	7,339.99	7,550.31	(210.32)	1956.....	14,321.97	14,479.26	(157.29)
1951.....	7,602.45	7,410.91	191.54	1957.....	16,992.25	16,237.98	754.27
1952.....	9,778.13	7,624.00	2,154.04	Total.....	106,169.24	102,198.58	3,970.66
1953.....	11,308.73	9,856.71	1,452.02				

**CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF****REPORT OF THE COMMITTEE ON THE EDUCATION OF THE DEAF-BLIND,  
COLORADO SPRINGS, COLO., JULY 1, 1959**

Since the last meeting of the Conference of Executives, there has been one item of progress in education of the deaf-blind that should be reported. This is the work of an evaluation group from the Perkins School for the Blind in Watertown, Mass.

Those who have tried to evaluate the mental capacity of deaf-blind children have been faced with great difficulty because of the lack of communication. In years past, large sums of money have been spent to educate children who later proved to have limited learning ability. If a satisfactory method of determining the educability of a child at an early age could be discovered it would save a great amount of money.

The members of the staff of the deaf-blind department at the Perkins School for the Blind have formed an evaluating team and have devised certain procedures and practices to be used in studying and examining preschool deaf-blind children. This team has had two regional evaluations, in Brooklyn and Kansas. On each occasion deaf-blind children have been brought in from the surrounding area for a day of evaluation. The members of the team study the family history of the children, home habits, social characteristics, psychologi-

cal inclinations, manual dexterity, and other factors which may reflect the ability of the child.

This work is experimental and there is no definite way of knowing the extent to which it will be successful, but it should be better than the old "hit and miss" methods used in the past. It may be possible for the evaluating team to make trips to other geographical areas in the United States at later dates, but at this time no definite plans have been made for any other evaluating sessions.

EGBERT N. PEELER, *Chairman.*  
FRED L. SPARKS, Jr.

#### REPORT OF THE COMMITTEE ON TEACHER TRAINING AND CERTIFICATION

(HOWARD M. QUIGLEY, chairman, July 1, 1959, Colorado Springs, Colo.)

The Committee on Teacher Training and Certification is composed of Richard Brill, secretary, Irving Fusfeld, John Grace, Roy Parks, George Pratt, Hugo Schunhoff, and myself, chairman.

This past year has been a busy one for every member of the committee. In this report to the conference I shall recite these activities in order to bring the members of the conference up to date. Recommendations for action on our findings, where necessary, will be brought to the conference in the form of appropriate resolutions.

In 1957 the committee was requested to reevaluate the requirements for teacher training, established as minimum standards by the conference during its annual meeting in 1951. We were supposed to present our recommendations at the 1958 meeting, but the agenda for that meeting included a panel discussion on teacher training which precluded the committee making a report at that time.

In brief, our procedure was as follows: On March 26, 1958, letters were sent to the heads of all conference-approved teacher preparation centers, and to 15 representative principals and supervising teachers in our schools, chosen by the members of the committee. We felt that opinions from those who are preparing teachers, and opinions from those who are working closely with teachers in the classrooms, would be our best possible sources of suggestions regarding the existing requirements.

The letters sent out explained the purpose of the survey which the conference authorized our committee to conduct. It then requested the addressees to give their opinions about the existing requirements; that is, are they satisfactory or should changes be made. Finally, the letter requested comments on five specific topics in the light of each person's beliefs and experiences. These topics were:

1. Preparation requirements for deaf teachers of the deaf.
2. Training requirements for teachers of vocations in our schools.
3. The emphasis to be placed upon 4-year preparation, with the bachelor degree, and a more critical evaluation of the preparation a teacher has before taking courses to teach the deaf.
4. Separate requirements for teachers of the deaf and teachers of the hard of hearing.
5. Cooperation with the American Speech and Hearing Association.

The number of replies to the letters was high, and the comments made were to the point. I want at this time to express the appreciation of all members of the committee to those who gave so generously

of their time in preparing replies. All of the letters received were duplicated through the courtesy of Dr. Brill, and copies were sent to each member of the committee to read.

I have summarized the comments of the committee members who reported on these topics, after reading the correspondence, and here are the results:

In general, the great majority of our correspondents believe the requirements as they now stand are adequate. One correspondent felt that competencies should be the criteria, rather than course content. This point of view has been presented before, under other circumstances, but the committee believes that we should retain the present form, in that it more readily adapts itself to most State certification requirements which also are set up in terms of course content.

In regard to deaf teachers the preparation requirements should be the same as for hearing teachers except for courses dealing with speech and hearing. We recognize that Gallaudet is the only center preparing such teachers, and that certification of these teachers by the conference involves deviation from the standard practice.

Certification of vocational teachers has always presented problems, not yet fully resolved by the committee. The suggestion was made by Dr. Brill and agreed to by the committee that the vocational section of the workshop here at the Colorado Springs convention devote some time to a discussion of this, and come up with recommendations to the committee. Accordingly, I have arranged with Howard Rahmlow to place this item on his agenda, and I see by the program that time has been set aside for this purpose. We look forward to receiving any recommendations the group decides to make.

It is recognized that although better than B.A. requirements for teachers is desirable, that a number of preparation centers would have to go out of business if programs of 5 years or more were emphasized. It does not seem feasible, in view of current recruitment problems, to become too involved with this now. The committee does feel, however, that careful attention should be given to the academic backgrounds of candidates for the master's degree in the several centers offering graduate programs. There will be more about this later.

There was unanimity among the members of the committee on the question of separate requirements for teachers of the deaf and teachers of the hard of hearing. It is felt the preparation for both should be the same. Time does not permit a more general discussion of the ramifications of this topic.

A number of people in our field have said that closer relationships with the American Speech & Hearing Association would be desirable. For this reason our correspondents were asked to state their views. Committee members reporting on this feel that a joint committee of conference and A.S.H.A. members ought to be set up, if the A.S.H.A. will go along with the suggestion, and I have reason to believe it will. There are several aspects of this that could be discussed, among them the recent activity of the U.S. Office of Health, Education, and Welfare in the field of hearing conservation. A closer professional relationship between the conference and the A.S.H.A. seems to be in order.

We on the committee have felt that our course descriptions should be clarified, and set up in a clearer format. We believe a preamble should accompany the course descriptions, which sets the stage, so to

speak, for students entering a teacher preparation program. A sub-committee I appointed to work on this includes Dr. Schunhoff, chairman, Dr. Brill, Dr. Frisina, and Dr. Doctor. A report and recommendation from this committee will be presented to the conference.

Several projects have come up during the year concerning teacher preparation centers, including the approval of new centers, reconsideration of former centers that have been dropped or placed on a provisional basis, and inquiries about procedure for setting up a center with conference approval. The centers in these categories are the Alabama School, the Arizona School, the New Jersey School, Syracuse University, Oklahoma College for Women, Oklahoma University Speech and Hearing Center, Horace Rackham School, San Francisco State College, Northwestern University, the University of Omaha, and Perkins Institute for the Blind. The last named is interested in preparation of teachers of the deaf-blind. These have been handled by committee action. Those that cannot be so handled will be brought to the conference by appropriate resolutions.

One matter of concern to the committee, among others, has to do with teacher preparation requirements in the area of the multiple handicapped. If the trend toward a higher and higher incidence of multiple-handicapped children in our schools can be supported by statistical evidence, it would seem that we should give attention to the course work that teachers receive in our centers, in relation to the problems of the multiple handicapped. The committee is now incorporating in the course descriptions recommendations to this end.

The brochure on teacher training authorized in Northampton is in preparation, and should be available before too long. We hope everyone here will utilize this brochure to the utmost when it is delivered.

Our committee has continuously examined our certification requirements for teachers as outlined on the application forms we use. As you know, we have dropped the old class C certificate, and have added the provisional class B certificate. A subcommittee composed of Dr. Brill as chairman, and Drs. Fusfeld and Schunhoff, has studied our class A and class B certification requirements with an eye to bringing them more in line with the times. A report and resolution regarding this will be presented to the conference.

There have been several applications for certification that have come up which we have found to be problems. An example of these is the request for certification of a teacher who has not taught for 10 or so years, but wants to start in again. Another is that of an applicant who seeks certification on the basis of distinguished service to the profession, that service being something unrelated to our present concept of what constitutes distinguished service. These are the kinds of things the committee handles on its own responsibility, keeping in mind always, of course, that adherence to established standards and consistency of policy are paramount.

For the record, the following teacher preparation centers are now approved by the conference:

1. Arkansas School for the Deaf.
2. Augustana College.
3. Central Institute for the Deaf.
4. Clarke School for the Deaf.
5. DePaul Institute.
6. Gallaudet College.
7. Horace Rackham School.
8. Iowa School for the Deaf.
9. John Tracy Clinic.
10. Kansas School for the Deaf.
11. Lexington School for the Deaf.
12. Los Angeles State College.
13. New Jersey School for the Deaf.
14. North Carolina School for the Deaf.
15. Oklahoma College for Women (probationary to September 1, 1961).
16. St. Mary's School for the Deaf.
17. San Francisco State College.
18. South Carolina School for the Deaf.
19. Syracuse University.
20. Tennessee School for the Deaf.
21. University of Oklahoma Speech and Hearing Clinic.
22. University of Wisconsin at Milwaukee.
23. Washington School for the Deaf.
24. Wayne State University.
25. Western Pennsylvania School for the Deaf.

I wish to report that 65 applications for certification have been processed since we met in Northampton last fall, making a total of 340 applications that have been processed since I became chairman of this committee in August 1955.

Letters went out in May to all teachers graduating from preparation centers approved by the conference. There were 125 of these. It is unknown to us how effective this procedure is. I am sure that all the teachers receive the letters, which are accompanied by application forms, but no doubt many of them feel that the certification they must have in various State departments has precedence over conference certification. As more and more States set up certification standards which have requirements equal to or above conference requirements for teacher preparation, I cannot help but wonder if eventually the function of this committee will be confined largely to teacher preparation rather than certification.

In closing, I wish to express my sincere appreciation to the members of the committee, all of whom have had specific jobs to do this past year. It is a wonderful committee to work with. I also wish to thank President Hester, Dr. Powrie Doctor, and Dr. Robert Frisina for their help and advice in various committee affairs. I wish to thank Dr. Richard Brill, particularly, for his painstaking and thorough work as secretary to the committee.

**MINUTES OF THE MEETING OF THE EXECUTIVE COMMITTEE OF THE CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF, WASHINGTON, D.C., JANUARY 29, 1959**

**I. CALL TO ORDER**

The meeting of the executive committee of the Conference of Executives of American Schools for the Deaf was called to order by President Marshall S. Hester, in the Gallaudet College Library, January 29, 1959, at 1:55 p.m.

**Members present and constituting a quorum:**

Mr. Marshall S. Hester, president.  
Dr. William J. McClure, vice president.  
Dr. Hugo F. Schunhoff, secretary.  
Dr. Edmund B. Boatner.  
Dr. Daniel T. Cloud.

**Members absent:**

Mr. Stanley D. Roth, treasurer.  
Mr. Thomas K. Kline.  
Mr. Archie F. Leard.  
Dr. George T. Pratt.  
Mr. Carl F. Smith.

**Members of the conference also present:**

Dr. Edward R. Abernathy.  
Mr. Lloyd A. Ambrosen.  
Dr. Leonard M. Elstad.  
Mr. James H. Galloway.  
Mr. Ben E. Hoffmeyer.

**II. APPROVAL OF MINUTES OF PREVIOUS MEETING**

Minutes of the meeting of the executive committee in Northampton, Mass., October 5, 1958, were read and approved.

**III. REPORT OF PROGRAM CHAIRMAN OF COLORADO MEETING**

Mr. Ben E. Hoffmeyer, program chairman for the Colorado meeting reported tentative plans for that program, subjects for planned presentations to be in two areas, mental health and administrative problems. The committee instructed the program chairman to arrange for four half-day sessions, two of these four to be business sessions, one to be devoted to mental health, and one to be devoted to administrative problems. He was also instructed to try to arrange for a conference dinner.

**IV. CERTIFICATE OF MEMBERSHIP**

The certificate of membership to be provided in accord with action of the executive committee at the Northampton meeting was discussed. The president will appoint a committee to implement it.

**V. RECOGNITION TO MEMBERS OF THE PROFESSION FOR LONG AND OUTSTANDING SERVICE**

It was proposed that the conference make provision for suitable recognition of members of the profession who have rendered long and outstanding service. The president asked Dr. Boatner and Dr. Abernathy to serve as a committee to make a recommendation at the next meeting.

**VI. AMENDMENT TO ARTICLES OF INCORPORATION**

It was moved by Boatner, seconded by Cloud and carried that the executive committee empower the president and the secretary to sign the amendment papers as drawn to meet the legal requirements for

application for tax exemption, and then to make application for such tax exemption.

The amendment is as follows:

6. (a) In the event that the corporation is dissolved all of the assets of the corporation after payment of all obligations, shall be deposited with the office of the president of Gallaudet College, Washington 2, D.C., to be used for such educational or scientific purposes as deemed proper by the executive committee of the corporation, and none of the assets of the corporation shall be paid to, or transferred to any individual or any business corporation for his or its personal use.

#### VII. JOURNAL OF LANGUAGE DISORDERS

The executive committee was informed that the American Speech & Hearing Association will assume responsibility for such a magazine, the only obligation of the conference in that connection being to support the new magazine through subscriptions by the various schools.

#### VIII. CLARIFICATION OF MOTION CONCERNING HONORARY MEMBERS

By common consent it was agreed that the motion passed by the conference at the meeting in Northampton in October concerning inclusion of past superintendents on the list of honorary members be construed to mean all *retired* superintendents instead of all *former* superintendents.

#### IX. REPORT OF MEETINGS, HEALTH, EDUCATION, AND WELFARE ATTENDED BY MCCLURE AND SCHUNHOFF

Dr. McClure and Dr. Schunhoff each reported in connection with meetings called by the Department of Health, Education, and Welfare at which they represented the conference.

By common consent Dr. McClure was requested by the executive committee to write Miss Mary E. S. Switzer, Director, Office of Vocational Rehabilitation, Department of Health, Education, and Welfare, expressing the hope of the members of the committee that a comprehensive rehabilitation center for the deaf might be established.

#### X. ACCREDITATION PLAN

President Hester asked Chairman Galloway to work with his original accreditation committee and present at the Colorado meeting a plan for implementation of accreditation as passed by the conference in Northampton, October 1958.

#### XI. BROCHURE ON TEACHER TRAINING

By common consent it was agreed to continue to press for the publication of a brochure on teacher training.

#### XII. TERMINOLOGY IN PROPOSED AMENDMENTS

By common consent, the question raised by Mr. Archie Leard concerning the interpretation of the word "American" in the proposed revision of the constitution, with reference to membership, was clarified to include superintendents of Canadian schools for the deaf, with

the further assurance that no thought of such exclusion had ever been intended, the problem being one of terminology only.

### XIII. RECOMMENDATIONS OF ANNALS COMMITTEE APPROVED

It was moved by Boatner, seconded by McClure and carried that all recommendations of the Annals committee, meeting during the morning of the same day, be approved, these recommendations being:

- A. Acceptance of financial report of the editor for 1958.
- B. Increase in price of January issue from \$2 to \$3, effective January 1, 1959.
- C. Increase in advertising rates to \$25 per full page and \$15 per half page, effective January 1, 1959.
- D. Increase in single subscription price from \$4 to \$5 per year, effective January 1, 1959, but price of multiple subscription *not* to be increased.
- E. Increase in annual allotment of funds to Annals from \$500 to \$750 (\$250 increase) effective January 1, 1959.
- F. Increase annual salary of editor from \$1,000 to \$1,500 (\$500 increase) effective January 1, 1959.
- G. Allowance to editor of \$300 annually for travel and discretionary expenses, effective January 1, 1959.
- H. That the president appoint a committee of five to assist the editor in proposing changes in the statistical treatment in the January issue.
- I. That the conference establish an annual award for the best article on deafness, this award to be known as the Dr. Edward Allan Fay Award.

### XIV. MEETING WITH THE ALEXANDER GRAHAM BELL ASSOCIATION

It was moved by Cloud, seconded and carried that the conference express appreciation for the invitation extended to the conference to have a meeting in conjunction with the meeting of the Alexander Graham Bell Speech Association for the Deaf to be held in Rochester, N.Y., June 1960, and to advise the officers of that association that plans will be made accordingly.

### XV. CAPTIONED FILMS

Dr. Boatner and Mr. Hester reported to the committee the current progress of the captioned films project.

### XVI. QUESTION OF PRINTING NORTHAMPTON BANQUET ADDRESSES

In consideration of economy, it was moved by McClure, seconded by Boatner and carried that the secretary exclude the banquet addresses from the printed minutes of the Northampton meeting.

### XVII. PURCHASE OF CONFERENCE SEAL

It was moved by McClure, seconded by Cloud and carried that a conference seal be purchased and payment of bill allowed for same.

## XVIII. PAYMENT OF ALLOTMENT TO ANNALS

It was moved by Boatner, seconded by McClure and carried that allotment of \$750, as provided by motion above, to the Annals be paid.

## XIX. ADJOURNMENT

The meeting was adjourned at 4:45 p.m.  
Respectfully submitted.

HUGO F. SCHUNHOFF,  
*Secretary.*

## MINUTES OF THE MEETING OF THE EXECUTIVE COMMITTEE OF THE CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF, COLORADO SPRINGS, COLO., JUNE 28, 1959

## I. CALL TO ORDER

A meeting of the Executive Committee of the Conference of Executives of American Schools for the Deaf was called to order by President Marshall S. Hester in Gotlieb School Building, Colorado School for the Deaf and the Blind, June 28, 1959, at 4:00 p.m.

## Members present and constituting a quorum:

Mr. Marshall S. Hester, president.  
Dr. William J. McClure, vice president.  
Dr. Hugo F. Schunhoff, secretary.  
Mr. Stanley D. Roth, treasurer.  
Dr. Daniel T. Cloud.  
Mr. Thomas K. Kline.  
Dr. George T. Pratt.

## Members absent:

Dr. Edmund B. Boatner.  
Mr. Archie F. Leard.  
Mr. Carl F. Smith.

## Members of the conference also present:

Mr. Ben E. Hoffmeyer, program chairman.  
Mr. Edward Reay.

## II. APPROVAL OF MINUTES OF JANUARY 29, 1959, MEETING

It was moved by Roth, seconded by Cloud and carried that the minutes of the executive committee meeting held at Gallaudet College, Washington, D.C., January 29, 1959, be approved as read.

## III. TENTATIVE PROGRAM PLANS FOR 32ND REGULAR MEETING OF THE CONFERENCE

The committee discussed with the program chairman various facets of the planning of the program of the 32d regular meeting to be held at Evanston, Ill., April 3-8, 1960. By common consent it was agreed that a percentage allotment of time should limit the various subject areas proposed, to insure a well rounded program.

## IV. PROPOSED CHANGES IN THE CONSTITUTION

The committee discussed the proposed changes in the constitution as printed in the November 1958, Annals, noting a typographical error and other problems related to the proposed changes.

## V. ADJOURNMENT

The meeting was adjourned at 5:50 p.m.  
Respectfully submitted.

HUGO F. SCHUNHOFF, *Secretary.*

## CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

## MINUTES OF MEETING OF THE ANNALS COMMITTEE, JANUARY 29, 1959

## I. CALL TO ORDER

The Annals Committee of the Conference of Executives of American Schools for the Deaf met in the Edward Miner Gallaudet room of the Gallaudet College Library, Washington, D.C., January 29, 1959. Mr. Marshall Hester, committee chairman and president of the Conference of Executives of American Schools for the Deaf, presided. The meeting was called to order at 9:15 a.m.

Committee members present:

Dr. Edward R. Abernathy, Ohio School for the Deaf.

Dr. E. B. Boatner, American School for the Deaf.

Dr. Sam B. Craig, Western Pennsylvania School for the Deaf.

Dr. Leonard M. Elstad, Gallaudet College.

Mr. James H. Galloway, Rochester School for the Deaf.

Mr. Marshall S. Hester, New Mexico School for the Deaf.

Mr. Ben Hoffmeyer, North Carolina School for the Deaf.

Dr. William J. McClure, Indiana School for the Deaf.

Dr. Hugo F. Schunhoff, West Virginia School for the Deaf.

Dr. Powrie V. Doctor, editor, Gallaudet College.

Also present:

Mr. Lloyd A. Ambrosen, Maryland School for the Deaf.

Dr. Daniel T. Cloud, New York School for the Deaf.

The following business was transacted:

## II. APPROVAL OF MINUTES OF PREVIOUS MEETING

It was moved by Craig, seconded by McClure and carried that the minutes of the meeting of January 24, 1958, be approved and a copy filed in the archives of the conference in the Gallaudet College Library.

## III. FINANCIAL REPORT BY EDITOR

The financial report of the editor was received and is appended to these minutes. (See editor's report to conference on preceding pages.)

## IV. SOURCES OF INCREASED INCOME

After considerable discussion concerning the possible sources of increasing the income of the Annals, the following action was taken:

It was moved by Craig, seconded by Boatner and carried that the Annals committee recommend to the executive committee increase in price of the January issue, effective January 1, 1959, from \$2 to \$3.

It was moved by Boatner, seconded by Abernathy and carried that the Annals committee recommend to the executive committee that effective January 1, 1959, rates for advertising be increased to \$25 per full page and \$15 per half page.

It was moved by Galloway, seconded by Abernathy and carried that the Annals committee recommend to the executive committee that effective January 1, 1959, the single subscription price be increased from \$4 to \$5, and multiple subscription price not be changed.

It was moved by Boatner, seconded by Schunhoff and carried that the Annals committee recommend to the executive committee that effective January 1, 1959, the annual allotment of funds to the Annals be increased from \$500 to \$750.

#### V. SALARY OF THE EDITOR

It was moved by Abernathy, seconded by Hoffmeyer and carried that the Annals committee recommend to the executive committee that the editor's salary be increased, effective January 1, 1959, from \$1,000 to \$1,500 annually.

#### VI. TRAVEL ALLOWANCE AND DISCRETIONARY EXPENSE OF EDITOR

It was moved by Galloway, seconded by McClure and carried that the Annals committee recommend to the executive committee that effective January 1, 1959, the editor be allowed \$300 annually for travel and discretionary expenses.

#### VII. STATISTICS IN JANUARY ISSUE

The accuracy and value of certain data in the January issue, especially those concerning the multiply handicapped, pupils taught by the various methods, and per capita costs were debated.

It was moved by Boatner, seconded by Hoffmeyer and carried that the president appoint a committee of five to assist the editor in proposing to the Annals committee changes to be made in the statistical parts of the January issue.

#### VIII. PUBLIC HEALTH BUREAU—CONFERENCE ON DEAFNESS

The editor was instructed by the committee to prepare a booklet presenting conference information and viewpoints, these booklets to be distributed at the conference on deafness to be sponsored by the Public Health Bureau, to be held in May 1959, at the Mayflower Hotel, Washington, D.C., and the editor being asked by the committee to attend that meeting.

#### IX. DR. EDWARD ALLAN FAY AWARD

It was moved by McClure, seconded by Craig, and carried that the Annals committee recommend to the executive committee the idea of establishing and putting into operation an annual award by the conference to be known as the Dr. Edward Allan Fay award for the best article of the year on deafness.

## X. HEALTH, EDUCATION, AND WELFARE MEETING REPORT

President Hester reported to the committee concerning a meeting in the office of Health, Education, and Welfare, January 26-27, at which Mr. Hester represented the conference. He also reported the current state of progress and activity in regard to Federal subsidy for teacher training.

## XI. ADJOURNMENT

The meeting was adjourned at 12:30 p.m.  
Respectfully submitted.

HUGO F. SCHUNHOFF,  
*Recorder for the Annals Committee.*

**MINUTES OF MEETINGS OF COMMITTEE ON TEACHER TRAINING AND CERTIFICATION CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF, JUNE 28-30, 1959**

The committee met at the Colorado School for the Deaf and the Blind at 12:30 p.m., June 28, 1959.

Members of the committee present were:

Dr. George Pratt, principal, the Clarke School for the Deaf.

Mr. Roy Parks, superintendent, Arkansas School for the Deaf.

Dr. Hugo Schunhoff, superintendent, West Virginia School for the Deaf.

Mr. John F. Grace, superintendent, Texas School for the Deaf.

Mr. Richard G. Brill, superintendent, California School for the Deaf, Riverside.

Dr. Howard M. Quigley, superintendent, Minnesota School for the Deaf and chairman of the committee.

The first order of business concerned a letter which Mr. Egbert Peeler, superintendent of the North Carolina School for the Deaf and the Blind, had written Dr. Quigley concerning the certification of teachers of the deaf-blind. Mr. Peeler was inquiring about the possibility of the committee on teacher training and certification of the Conference of Executives of American Schools for the Deaf assuming the responsibility of certifying teachers of the deaf-blind.

Dr. Quigley brought the committee up to date on what had happened regarding this subject in the past. He read a letter which had been written by Mr. Robert Thompson, of the Missouri School for the Blind, dated October 26, 1957. This letter inquired if this committee might be willing to take some action pertaining to the certification of teachers of the deaf-blind. Also, it was pointed out by Dr. Schunhoff that Mr. Daniel Burns, of Perkins Institute, was present at the meeting of the certification committee in Jackson, Miss., in April of 1956. He was there to discuss the request which Perkins Institute had made to the conference committee to certify their teacher training center for the deaf-blind. After much discussion, it was decided that the certification committee of American executives would be willing to accept the responsibility of going into the matter with the purpose of setting up facilities for certifying teachers of the deaf-blind if the AAIB gave its approval and wanted it to do so.

Mr. Dan Burns, director of the teacher education department of the Perkins School for the Blind, presented to the certification com-

mittee of the conference at the meeting in Jackson, Miss., April 1956, the request of the Perkins School for approval as a training center of teachers of the deaf-blind. The committee expressed reluctance until the AAIB could be consulted, and it authorized a liaison committee to study the problems involved and report to both organizations. This committee, consisting of Leo Flood and Hugo F. Schunhoff, recommended that approval of the training centers for teachers of the deaf-blind might be a function of the National Committee on the Deaf-Blind. The chairman of that committee, Mr. Egbert Peeler, informed us that the National Committee on the Deaf-Blind cannot be expected to assume that function and presented the Perkins School request for a second time.

It was pointed out by Mr. Peeler that AAIB has no committee comparable to the certification committee for teachers of the deaf and that they would appreciate assistance from our committee.

Dr. Quigley suggested that it is not the desire of the certification committee to interfere in the affairs of the deaf-blind organization but that he felt the committee should stand ready to help if it is the wish of the deaf-blind organization to have it do so. It was decided that it will be necessary for AAIB to write to Dr. Quigley requesting assistance in the matter before we can act.

Mr. Peeler, who was present at the meeting, stressed the fact that there was no one to certify teachers of the deaf-blind and the question arises often from the teachers themselves concerning certification.

Dr. Pratt stated that people in the field of the education of the deaf do not have the proper background to evaluate a teacher training program for the deaf-blind. The requirements are quite different from those necessary for teachers of the deaf. However, Mr. Peeler remarked that he thought a committee composed of individuals from the field of the education of the blind and of the deaf could do the job very well. He also stated that he felt sure that Dr. Waterhouse would welcome a committee to investigate the whole matter and make recommendations.

After a rather long discussion, Mr. Parks made a motion and received a second from Dr. Pratt that a committee be appointed to formulate a set of criteria for certification of teachers of the deaf-blind and for approval of teacher training centers. This committee to report to the conference committee at the Evanston meeting in April 1960. The motion was unanimously passed.

After being assured by the members of the teacher certification committee that he was in a position to appoint such a committee because the deaf-blind organization had twice before addressed this problem to the conference, Dr. Quigley appointed the following members: Mr. Robert Thompson, superintendent, Missouri School for the Blind; Mr. Lloyd Berg, superintendent, Iowa School for the Deaf; and Dr. Hugo Schunhoff, superintendent, West Virginia School for the Deaf and the Blind. Dr. Schunhoff is to serve as chairman of the committee.

The next order of business was a report by Dr. Quigley on the results of the resurvey of the conference requirements for teachers of the deaf. An analysis of the survey, which was made some months ago, will be contained in the report that Dr. Quigley will make to the conference of the executives. You are referred to that report.

A revision of the class A and B requirements of the conference was made by a subcommittee composed of Dr. Brill, Dr. Schunhoff, and Dr. Fusfeld. The revision brought up to date the content of the requirements which have been in effect for quite some years. The main change required a college degree for either an A or B class certificate. These new requirements are to become effective September 1, 1959. Dr. Pratt moved that the report of the subcommittee be accepted. The motion received a second from Mr. Parks, and the vote of the committee was unanimous in favor of acceptance.

Proposed requirements:

#### CLASS A—ACADEMIC

To be eligible for this certificate the following three requirements must be met:

1. All candidates for a class A certificate must hold at least a bachelor's degree from an accredited college or university.

2. All candidates for a class A certificate must have satisfactorily completed a program of preparation as a teacher of the deaf at a training center which has been evaluated and approved by the Conference of Executives of American Schools for the Deaf.

(a) Deaf graduates of Gallaudet College who major in education will meet this requirement.

3. Following the preparation, 3 years of successful teaching experience under qualified supervision is required for a permanent certificate. A temporary certificate may be granted following preparation and before the necessary experience is completed.

In lieu of the above requirements, this class A certificate may be granted when, in the judgment of the certification committee, applicants have qualified through executive or administrative positions or distinguished service in education of the deaf.

#### CLASS B—ACADEMIC

To be eligible for this certificate the following two requirements must be met:

1. All candidates for a class B certificate must hold at least a bachelor's degree from an accredited college or university.

2. (a) Completion of 24 semester hours in education of the deaf, such courses to be subject to the approval of the teacher training and certification committee of the conference of executives, and 3 years of teaching experience with deaf children; or

(b) Completion of 8 years of satisfactory teaching experience with deaf children, attested to by a supervisor or administrator of a school for the deaf.

These requirements are to become effective September 1, 1959. Applicants for certification who completed their preparation to teach the deaf before this date will be evaluated on the basis of requirements previously in effect.

Since the last meeting of the certification committee, a number of surveys have been made of training centers requesting certification. Following are brief reports of those surveys and the action taken by the committee:

*1. Alabama School for the Deaf*

The survey was made by John F. Grace and his report was made to the chairman of the committee December 15, 1958. He found excellent work being done at the center, but the school for the deaf had not been able to affiliate with a college. Therefore, the conference requirements were not being met, and he recommended that the center not be approved until such time when satisfactory college affiliation could be arranged.

A motion was made by Mr. Parks and seconded by Dr. Schunhoff that the report be accepted and the recommendation of Mr. Grace be approved. The motion carried by a unanimous vote.

*2. Arizona*

The survey was made by Dr. Richard G. Brill, and his report was made to the chairman of the committee March 9, 1959. In his conclusion he states that the program being offered at the University of Arizona does not meet the minimum standards of the Conference of Executives of American Schools for the Deaf. However, with very little addition and change, the program can be brought up to these standards and could very well be one of the finest teacher training centers to prepare teachers of the deaf in the country. The program is not recommended for approval at this time.

A motion was made by Mr. Parks and seconded by Dr. Schunhoff that the report be accepted and the recommendations stated by Dr. Brill be approved. The motion carried by a unanimous vote.

*3. New Jersey*

The survey was made by Dr. George Pratt. His report was made to the chairman of the committee April 27, 1959. Dr. Pratt recommended that the in-service teacher training program offered at the New Jersey School for the Deaf and Trenton State College be approved by the teacher training and certification committee as meeting the basic requirements for approval by the Conference of Executives of American Schools for the Deaf.

It was moved by Dr. Schunhoff and seconded by Mr. Parks that the recommendations of Dr. Pratt be accepted and that the training center be approved.

*4. Syracuse*

The survey was made by Dr. George Pratt. His report was made to the chairman of the committee January 13, 1959. Dr. Pratt recommended that the Syracuse program offered in cooperation with Clarke School for training teachers of the deaf receive conference approval.

Dr. Pratt moved and the motion was seconded by Dr. Schunhoff that the Syracuse program in cooperation with Clarke School be approved. The motion carried by a unanimous vote.

*5. Oklahoma College for Women*

The survey was made by Mr. Roy Parks. His report was made to the chairman of the committee June 1, 1959. He stated that this training center is doing work in the actual training of teachers but not enough hours of the conference approved courses are listed in the college catalog. Since the courses as outlined in the catalog do not meet the standards and requirements set by the Conference of Executives of American Schools for the Deaf, the committee decided that

full approval could not be granted. However, it was moved by Mr. Parks and seconded by Dr. Pratt that this center be placed on probationary status until September 1, 1961. This motion carried by a unanimous vote. It is the hope of the committee that the deficiencies can be eliminated and that approved status can be granted on or before the above date.

#### 6. *Oklahoma University Speech and Hearing Center*

The survey was made by Mr. Roy Parks. His report was made to the chairman of the committee on June 1, 1959. He stated that this training center does meet the minimum requirements as prescribed by the Conference of Executives of American Schools for the Deaf. He, therefore, recommended that this center be approved by the conference.

Mr. Parks moved and the motion was seconded by Dr. Pratt that the Oklahoma University Speech and Hearing Center be approved as a teacher training center for teachers of the deaf. The motion carried by a unanimous vote.

The lack of practice teaching under direct supervision weakens the effectiveness of the program. Dr. Quigley was directed to write a letter to Mr. Keys of the University of Oklahoma to point out this weakness and ask him to make the needed adjustment as soon as possible.

#### 7. *Horace Rackham School*

Dr. Quigley had received correspondence from Mr. Allan Meyer of the special education department of the school. In the correspondence Mr. Myer clearly and in detail outlined the program being offered at Horace Rackham. It appears that a very fine program is being offered.

Since this is one of the older teacher training centers, the committee wanted to be sure that the proper recommendations were made. It was therefore decided that the school should be personally evaluated.

Dr. Pratt moved and the motion was seconded by Dr. Schunhoff that a member of the committee be authorized to go and make a personal survey of the Horace Rackham School. The motion also authorized the expenditure of up to \$125 for this survey, and this amount to be paid from the funds of the conference committee on certification. The motion carried by a unanimous vote.

#### 8. *San Francisco State College*

The survey was made by Dr. Irving S. Fusfeld. His report was made to the chairman of the committee June 8, 1959. He went into a very detailed and careful study of the program offered. His conclusion was, even though there were certain obvious weaknesses, that the center should be approved, and he so recommended.

Mr. Parks moved and Dr. Pratt seconded the motion that the provisional status of the teacher training program at the San Francisco State College be removed. The motion carried by a unanimous vote.

Dr. Quigley called attention to a letter written by Dr. Brill to Mr. Decker, commissioner of education of Nebraska. This well-written letter outlined the procedures, practices, and the workings of the Conference of Executives of Schools for the Deaf in the field of training teachers of the deaf. It offered the commissioner any help and assistance that the conference might be able to give. No action by the committee on certification was required and none was taken.

The committee adjourned at 4 p.m. and was advised to meet again at 4 p.m. the following day.

June 29, 1959

The committee met again at the Colorado School for the Deaf and the Blind at 4 p.m., Monday, June 29, 1959.

Members of the committee present were:

Mr. Roy Parks.  
Dr. Hugo Schunhoff.  
Dr. George Pratt.  
Dr. Richard G. Brill.  
Mr. John F. Grace.  
Dr. Howard Quigley, chairman.

This meeting was called to continue unfinished business of the day before.

A subcommittee had been appointed by Dr. Quigley to revise the conference course descriptions. With Dr. Schunhoff as chairman, other members of the committee were Dr. Brill, Dr. Powrie Doctor, and Dr. Robert Frisina. This group of men had prepared a revision and presented it to the certification committee for discussion and possible action.

The committee felt that item C in the revision should remain 4 and 6 hours rather than the 3 and 4 as suggested. This would make the hours conform more closely with the general pattern followed in most college catalogs. Also, the committee agreed that 2 and 3 was preferable to 3 and 3 in item E; items E, F, and G are to be left at 3 hours, but the committee recommended that the maximum be provided.

Item H to be revised as follows: "The student should be required to do at least some practice teaching under direct supervision on each grade level including the preschool level if possible."

Item I concerned with an additional course dealing with the multiply handicapped deaf was discussed at length. The committee recognized the great importance of this item but the addition of it to the courses already included in the conference program would increase the hour count to a point of making it impossible to cover the course in a year's program. Finally a motion was made by Mr. Parks and seconded by Dr. Brill that item I be deleted as such, and its contents be placed under the appropriate courses in the program. The motion carried by a unanimous vote.

The members of the subcommittee were extended a vote of thanks by the certification committee for a job well done.

Dr. Quigley had received a letter from Dr. George Detmold of Gallaudet College requesting that for a summer program being offered at Gallaudet College certain courses be allowed in the place of the practice teaching which is required by the Conference of Executives of American Schools for the Deaf. A similar request was received from Mr. N. F. Walker of the South Carolina School for the Deaf.

It was found that it would be possible for trainees taking this type of program to qualify for a class B certificate.

A motion was made by Mr. Parks and seconded by Dr. Brill that the requests by Gallaudet College and the South Carolina School for the Deaf be not approved. This motion carried by a unanimous vote.

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Dr. Quigley was instructed to write letters and inform the two centers mentioned above of the action of the committee and also inform them that it would be possible for students taking an incomplete program of this type to qualify for a class B certificate.

The next item of business concerned the items to be included on the approved teacher training centers listings. It was moved by Dr. Schunhoff and seconded by Mr. Parks that a fourth column be added which would list the degree granted. The motion carried by a unanimous vote.

Mr. Greg Jones of the Indiana School for the Deaf had requested a class A certificate. He stated that he had been previously informed that if he took certain courses he would be eligible for and would be granted a class A certificate. Dr. Brill moved and Dr. Schunhoff seconded the motion that in view of the unusual circumstances in this case and in recognition of his approximately 12 years of successful teaching of the deaf, he be granted a class A certificate. The motion carried by a unanimous vote.

Mrs. Jean Sellner of Berkeley made application for a class A academic teacher's certificate. She does not have the required work to qualify for this certificate. Dr. Schunhoff moved and Mr. Parks seconded the motion that the class A academic certificate be denied. The motion carried by a unanimous vote.

Mr. Joseph Rosenstein of Central Institute for the Deaf requested that he be granted a permanent certificate to teach the deaf. Mr. Rosenstein expects to receive his doctorate this summer and has done extensive research work over the last several years. It was moved by Dr. Schunhoff and the motion was seconded by Dr. Pratt that a permanent certificate be granted Mr. Rosenstein provided that Dr. Silverman recommends this action by letter. The motion carried by a unanimous vote.

Mrs. Rosemary Hilke, of Vancouver, Wash., requested a certificate. Since it was found that she could not qualify, Dr. Schunhoff moved and Mr. Parks seconded the motion that her request be denied. The motion carried by a unanimous vote.

Mrs. Florence M. Chambers, of Portland, Oreg., requested a class A certificate. She taught quite some years ago when there was no certification procedure. Dr. Pratt moved and Dr. Schunhoff seconded the motion that Mrs. Chambers be granted a class A certificate when and if she completes 6 hours of college credit. The motion carried by a unanimous vote.

The committee adjourned at 6:15 p.m.

June 30, 1959, 4 p.m.

The committee met for a short time on this date to discuss with Dr. Quigley his report which was to be made to the conference at its business meeting. The time was spent in reviewing the work of the committee and deciding what should be included in the report to the conference. No additional official action was taken.

The committee adjourned at 4:45 p.m.

Respectfully submitted,

JOHN F. GRACE,  
Secretary Pro Tempore.

PROGRAM SECTION OF 31ST REGULAR MEETING OF CONFERENCE OF  
EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF, COLORADO  
SPRINGS, JUNE 30-JULY 1, 1959

EXECUTIVE PROGRAM SESSION, TUESDAY, JUNE 30, 1959

An executive session was held in Brown Hall on Tuesday, June 30, 1959, 1:30-3:30 p.m., Mr. Marshall S. Hester, president, presiding. The program was concerned with "Problems of Sex Adjustment and Family Planning in the Deaf," with Dr. John D. Rainer, Associate Research Scientist, New York State Psychiatric Institute serving as the speaker and discussion leader.

SECOND PROGRAM SESSION

The second and concluding program session of the conference was held in Brown Hall, Wednesday, July 1, 9:30-11:30 a.m., the following program being presented:

Panel, Administrative Problems in Residential Schools for the Deaf:

Dr. Edmund B. Boatner, moderator; superintendent, American School for the Deaf.

Mr. Stanley D. Roth, superintendent, Kansas School for the Deaf.

Mr. Archie F. Leard, superintendent, Saskatchewan School for the Deaf.

Mr. Arthur S. Myklebust, superintendent, South Dakota School for the Deaf.

Dr. Sam B. Craig, superintendent, Western Pennsylvania School for the Deaf.

Mr. Kenneth F. Huff, recorder; superintendent, Wisconsin School for the Deaf.

This topic was discussed at the meeting of the conference in October 1958 at Northampton, Mass. Time did not allow for a fuller discussion of the papers read, so the above panel had a repeat performance during its meeting in Colorado Springs. Mr. Roth is the only member who wrote another paper for this second meeting. His paper, which was read, is attached herewith.

In his opening remark, Dr. Boatner stated that the top administrator is responsible for all activities in the school, regardless of what it is; the superintendent is concerned with every problem. There are differences in our schools for the deaf in that some are large, some are small, some are private, and some are State supported or are State institutions. The State institutions have very rigid regulations with exacting budgets, while the private schools' rules and regulations are more flexible. The procurement of staff and funds differ.

After Mr. Roth had read his paper, there was a lengthy discussion by many members of the conference on the problems of dormitory supervision and securing houseparents. Some schools have found it necessary to allow houseparents to live off the campus. This method has worked quite successfully because it gives a superintendent a wider field in which to recruit for good, dependable people to work in the dormitories. Those who opposed this plan felt that the houseparents are losing close contact with the children and there is a lack of tying up, especially when they work only 40 hours per week. A

majority of the schools have close night supervision in the dormitories, which all agreed was very important. A few of the schools have hired a husband and wife combination, whereby the wife is the housemother. The husband is free to work in town and is given free maintenance on the campus so as to have a man in the dormitory. The husband receives no salary, but the wife does. Many schools give college students free room, board, and laundry for services rendered in the dormitory and on the playground. Instead of having three housefathers in the older boys' dormitory, one school has hired 10 faculty members. In this way, the school feels they are bringing in intelligent leaders for the boys and at the same time, paying a higher wage to the men teachers. Houseparents' institutes, similar to those held in Wisconsin, were highly recommended. One such institute, held by Mr. Peeler of North Carolina, brought forth a booklet of suggestions for houseparents.

Some schools for the deaf have medical and hospitalization insurance for their students. In most cases, parents pay for this, varying from \$1.50 to \$10 per student. Regardless of whether we want to or not, we must take care of our children although it is the parents' responsibility. All schools have infirmaries and we try to give the best medical care possible. So far, there is no known school infirmary which has collected benefits from Blue Cross or Blue Shield. All agreed that, if possible, it seems best for school physicians to come to the infirmary daily, especially during morning clinics. There is a possibility that the school nurse might pass up something serious.

Most of our schools for the deaf admit slow learning students, who are educatable and with I.Q.'s as low as 70. None of us should ever hesitate to tell parents that their child has learning difficulties. If possible, these statements should be backed up with clinical studies. Dr. Abernathy, of Ohio, stated that once in a while his school receives transfers from the public schools and he has coined a definition for these slow learners as educationally "DOA"—"Dead on Arrival."

Time was coming to an end and a short discussion was held on social behavior. How much latitude do we allow our students? Very few schools allow dating. Some do on Sunday afternoons only. Social parties and dances on the campus bring the boys and girls together. Smoking on the campus by the students is taboo by most of the schools. When punishment is meted out, it consists mostly of depriving the offender of certain privileges and adding extra work duties. Parents should be informed of their child's bad behavior.

KENNETH F. HUFF, *Recorder.*

#### ADMINISTRATIVE PROBLEMS IN RESIDENTIAL SCHOOLS FOR THE DEAF

(STANLEY D. ROTH, superintendent, Kansas School for the Deaf)

We are not planning to give the same paper that we gave at Northampton last October, but we would like to bring up several points for discussion.

The trend today in all industry is for a 40-hour week, but we doubt if very many of our residential schools have their employees on this basis. At least, in Kansas we do not, but we are trying to figure out what this sort of a schedule would do to our budget and to our staff.

We are especially interested in the hours put in each week by our home supervisors. At the present time, they work approximately 52 hours a week, and to cut this down to 40 hours a week is our present problem.

We understand that some schools work their supervisors on a full schedule, and make up their extra hours by paying them for 2 or 3 months during the summer when they are not on duty. Thus, they are carried on the payroll for 12 months but actually work only 9 months.

We understand that other schools work their supervisors on a straight 8-hour schedule, and have three shifts each day. There are problems connected with each plan, and we are interested in finding out the thinking of the superintendents along this line.

Along this same line, is the time of each supervisor figured as to the actual hours on duty in the dormitory, or figured on the basis of 8 hours each day, not taking into account the period when the children are in school? Also, is it necessary for the home supervisors to live at the school? Traditionally, our home supervisors have lived at the school, usually on the same floor with the children who are their responsibility. Would we get a better type of home supervisor if we did not make them live in? For instance, we have had a chance to hire a married man to work with the boys, but when he finds out that he has to live at the school, take all of his meals at the school, he is not interested in the job. If he could just work a required number of hours each day and then go home to his family, he would be interested in the job.

Another question that we would like to have discussed is the matter of medical services offered to the children. We wonder how many schools take out hospital insurance or accident insurance on the children, and who pays for this insurance if it is taken out. Then, too, are the doctor, dentist or specialist on a fee basis or on a retainer? Do the schools charge the parents for routine examinations or treatment, such as dental bills, charges for polio shots, flu shots, and so forth? Also, is there any reason why we cannot bill Blue Cross or some other hospital insurance for those parents who carry this type of insurance, for the time the children spend in the school hospital?

The question of children going home weekends has been written about a number of times in our little paper family. In talking to various superintendents, I find their opinions quite varied. Some feel there should be only one home-going a month and that the children should go home only at that time. It was the feeling that the school program ran better when this was done and that the schoolchildren did much better work. Going home every weekend disrupted the children in that they did nothing on Friday thinking about going home and nothing on the first day after they got back as they were too tired to settle down.

The other side of the question deals with the fact that the children going home every weekend, or whenever they can, makes for more natural living for the children, and that it is up to us as administrators to try to point out to the parents how they can work with the school in planning weekends for the children at home.

What are we doing with our plant during the summer months? This is a question that bothers us. We were wondering if it would be feasible for our schools to hold a summer term for hard-of-hearing children, whereby we could bring them in for a 6 or 7 weeks' term and help them get caught up with what they missed during the winter

term in their own school at home. Having no deaf children on the campus during the summer, these children would be on their own, and would not be picking up the signs and manual alphabet from them, and would get intensive help on the things necessary to catch them up with their schoolmates at home.

In thinking about the school term, I wonder how many of us have ever thought of a longer school term so that our children, especially the younger ones, would not lose so much during the summer months. Would we be able to do more work each year, so that we could get our children out of school at an earlier age?

We are very much interested in hearing or discussing the teaching schedule of our teachers. In our own school the academic teachers are not required to remain on the campus during their free time. In other words, we have a 6 1/4-hour day, but the teachers are required to be here only the 4 1/2 hours that they actually teach.

We have the feeling that they should be here the full day, from 8 a.m. to 4 p.m. each day, and thus be in the classroom during their free period. We know this plan is followed by some schools and we would like to hear more about it, especially concerning—

(a) The number of hours of actual teaching.

(b) The number of hours the teacher is required to be in the building.

(c) Might the teacher be asked to do some substitute teaching during her free period if someone came up sick?

(d) If so, are they paid extra to do this substitute teaching?

At the present time we are working and planning on a summer program for the marginal deaf adult, or that deaf adult who is having trouble in getting and holding a job. We feel that these persistent vocational failures are not due to the lack of job opportunities for the deaf, but due to such factors as—

(a) Insufficient education as well as lack of adequate vocational knowledge and orientation.

(b) Inability of rehabilitation counselors to communicate with such nonoral deaf habitants to provide guidance, information, and orientation.

(c) Inability to appraise the total vocational rehabilitation needs of such clients due to the lack of experienced psychological examiners trained in work with the deaf.

(d) The lack of appropriate community resources to provide such clients with necessary services in education, personal adjustment, and vocational training and orientation.

We are having a planning session for the above project on July 30, to which we have invited specialists in various fields. We hope to outline some of the things that we might be able to cover in a summer program. We feel that such a program is necessary on a 12 months' basis, but first we must prove that to those groups who will furnish the funds for such a project.

We would be interested in hearing from the men this morning as to the feasibility of such an idea. Perhaps we are too concerned about this matter, but as far as we know, there is nothing being done for the deaf adult in our part of the country. We feel that the primary need is not for specialized vocational training, but that an attempt should be made to determine the potential of each individual, and

then to give him a personal adjustment training program. I would like to hear this discussed and, at the same time, to find out what is being done in other parts of the country.

We realize that we do not have the answers to these questions, but it is our hope that we may start some stimulating discussion, so that we can all go home with a renewed enthusiasm to do more for the children in our care.

Членами конвенту считаются лица, имеющие право голоса и избираемые на конвенте, а также лица, имеющие право голоса на конвенте, но не имеющие права избираться.

## APPENDIX

### CONSTITUTION

#### ARTICLE I. NAME

**This organization shall be known as the Conference of the Executives of American Schools for the Deaf, Inc.**

#### ARTICLE II. OBJECT

The object of this organization shall be to promote the management and operation of schools for the deaf along the broadest and most efficient lines and to further and promote the general welfare of the deaf.

#### ARTICLE III. MEMBERS

##### Section I

Active membership in this organization shall be limited to executive heads of schools for the deaf.

##### Section II

Associate membership may be granted to principals of schools on recommendation of the executive head of such schools.

##### Section III

An associate member may participate in the deliberations of the meeting but may not vote unless designated, in writing, to represent his school in the absence of its executive head.

##### Section IV

Honorary membership may be conferred at any meeting of the organization by a majority vote of the active members present, such membership to continue until terminated by withdrawal or vote of the active members. Honorary members will not be required to pay dues and shall not have the right to vote.

##### Section V

Active members shall pay dues as prescribed by the bylaws. Only members whose dues are paid shall have the right to vote.

#### ARTICLE IV. OFFICERS

##### Section I

The officers of the conference shall be a president, a vice president, a secretary, and a treasurer. The officers together with six active elected members shall constitute the executive committee.

##### Section II

Immediately after the adoption of this constitution there shall be elected by ballot a president, a vice president, a secretary, and a treasurer each for a term of 3 years. In addition two other active members shall be elected to the executive committee for a term of 3 years to replace those present members whose terms expire in 1948.

##### Section III

In 1949 two members shall be elected to the executive committee for a term of 3 years to replace those members of the present executive committee whose terms would have expired in 1951. In 1950 two members shall be elected to the executive committee for a term of 3 years to replace those members of the present executive committee whose term would have expired in 1954. There-

after two members at large shall be elected to the executive committee annually to serve for 3-year terms.

#### Section IV

The president shall be chairman of the executive committee.

#### Section V

Officers may not succeed themselves but may be elected to other offices, or to the same office after a lapse of 1 year. In the case of a vacated office, the executive committee shall elect a new officer for the unexpired term.

### ARTICLE V. DUTIES OF OFFICERS AND EXECUTIVE COMMITTEE

#### Section I

President: The president shall preside at the meetings of the conference and of the executive committee and shall have general care and oversight of the affairs of the conference subject to the approval of the executive committee.

#### Section II

Vice president: In the absence or disability of the president the vice president shall discharge the duties of president and in the absence or disability of both the executive committee may choose a member to serve as presiding officer.

#### Section III

Secretary: The secretary shall keep the records of the meetings of the conference and of the executive committee and shall be the custodian of the records and perform such other secretarial duties as may be required by the affairs of the conference.

#### Section IV

Treasurer: The treasurer shall collect all dues and assessments and shall have custody of the funds and securities of the conference under control of the executive committee. He shall keep proper books and accounts of the receipts and disbursements of the moneys of the conference and the funds and securities of the conference and shall report as to the financial condition of the conference at each annual meeting or as often as requested by the executive committee.

The treasurer shall pay out the money of the conference only in accordance with the regulations or instructions of the executive committee and invest surplus funds subject to the approval of the executive committee.

#### Section V

The executive committee shall have charge of the affairs of the conference between meetings.

The executive committee shall be governed by such bylaws as are adopted by the conference and shall submit a report of its activities at each annual meeting of the conference.

#### Section VI

The executive committee shall be charged with the management of the official organ of the conference known as the American Annals of the Deaf and shall elect its editor, who shall also be responsible for the financial affairs of the publication and make an annual report to the treasurer. The editor shall serve for a term of 3 years and may be reelected at the discretion of the executive committee.

#### Section VII

Meetings of the executive committee may be called by the president or upon the request of four members of the committee. Written notice of such meetings shall be given 30 days in advance. Where a quorum of the committee cannot be obtained a written poll of the members may be substituted.

#### Section VIII

A quorum of the executive committee shall consist of five members of the committee.

#### Section IX

All officers and members of the executive committee must be active members of the conference.

## ARTICLE VI. MEETINGS

**Section I**

Regular meetings of the conference shall be held annually at a time and place designated by the conference in session or by the executive committee. Notice of all meetings must appear in the American Annals of the Deaf at least 60 days in advance of the meetings or sent in writing to each member 60 days in advance of the meeting.

**Section II**

The program of each meeting shall be prepared by a program committee designated by the president and approved by the executive committee.

**Section III**

A quorum shall consist of 20 active members of the conference.

## ARTICLE VII. AMENDMENTS

**Section I**

This constitution may be amended by the affirmative vote of at least three-fourths of the active members present at any regularly called meeting, at which at least 40 active members are present, provided 6 months' notice of the meeting with publication of proposed amendment shall appear in the official organ of the conference.

## ARTICLE VIII. BEQUESTS

The executive committee is authorized to accept at its discretion gifts and bequests in behalf of the Conference of Executives of American Schools for the Deaf.

## BYLAWS

## I. MEMBERSHIP

A. Membership in the Conference of Executives of American Schools for the Deaf, Inc., shall be considered that of the school rather than the individual. A school shall be eligible to representation during the period for which dues have been paid.

An executive automatically relinquishes his conference membership as representative for a school upon the termination of his official duties.

B. At each regular meeting the secretary shall cause to be posted in a conspicuous place, a list bearing the names of all executives qualified as active members in the meeting.

C. To qualify for membership a school must be recommended to the conference by the executive committee and approved by the conference in regular meeting.

D. Annual dues shall be such amount as is recommended by the executive committee and approved by the conference.

## II. OFFICERS AND COMMITTEES

A. Only members in good standing shall be eligible to election or appointment on committees or to hold office. Vacancies shall be declared in the event that an irregularity in this respect shall be noted.

B. Nominations for the various offices shall be made from the floor at the designated period set for the election of officers. In the event of there being more than one nominee, written ballots shall be cast and the member receiving a majority of the votes shall be declared elected. In case no majority is recorded on the first ballot, a second ballot shall be provided on which only the names of the two having the largest number of votes shall appear. In case of a tie the vote for first or second place on the ballot, the names of all candidates involved in such tie shall be included. Subsequent ballots are to be governed by similar regulation if necessary.

C. The power of general management of the conference between meetings, granted to the executive committee in the constitution, shall include the initiation of research and other professional activities in which the welfare of the deaf is involved.

D. The secretary of the conference at each meeting shall prepare a list of eligible associate members and another list of honorary members to be submitted for approval of the conference at that meeting.

**E. Committees:**

There shall be the following committees:

1. Committee on Teacher Training and Certification.
2. Committee on Educational Research.
3. Committee on Public Relations.
4. Committee on Endowments.
5. Committee on Resolutions.
6. Committee on Programs.
7. Committee on Legislation.
8. Committee on Statistics.

Committees shall consist of not less than three nor more than five members, and shall be appointed by the president, subject to the approval of the executive committee, for a term of 3 years. The chairman of each committee shall be designated by the president.

**III. RECORDING OF MINUTES**

The secretary in conjunction with the editor of the official organ of the conference shall be responsible for securing minutes of the various sessions and shall arrange for an adequate report of such proceedings to be printed in the above-named official organ.

**IV. AUDIT**

The executive committee shall provide for an annual audit of the treasurer's accounts and of the accounts of the editor of the Annals. Such audits shall be made by certified public accountants.

**V. OFFICIAL SEAL**

The seal of the organization shall be permanently retained in the offices of the secretary of the conference.

**VI. PROCEDURE OF MEETING**

Robert's Rules of Order shall govern all proceedings not herein provided for.

**VII. AMENDMENTS TO BYLAWS**

The bylaws may be amended by a majority vote at any regular meeting providing the presentation of the change has been approved by the executive committee.

**VIII. BYLAWS BECOME EFFECTIVE**

These bylaws shall become effective immediately upon their adoption.

**MEETINGS OF THE CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF<sup>1</sup>**

1868-1958

1868	1st: Gallaudet College, Washington, D.C.
1872	2d: Michigan School for the Deaf, Flint, Mich.
1876	3rd: Mount Airy School for the Deaf, Philadelphia, Pa.
1880	4th: The Clarke School for the Deaf, Northampton, Mass.
1884	5th: Minnesota School for the Deaf, Faribault, Minn.
1888	6th: Mississippi School for the Deaf, Jackson, Miss.
1892	7th: Colorado School for the Deaf and the Blind, Colorado Springs, Colo.
1900	8th: Alabama School for the Deaf, Talladega, Ala.
1904	9th: Department of International Congresses of the Universal Exposition, Halls of Congresses on the Exposition Grounds, St. Louis, Mo.
1913	10th: Indiana School for the Deaf, Indianapolis, Ind.
1919	11th: Ohio School for the Deaf, Columbus, Ohio.
1924	12th: Florida School for the Deaf and the Blind, St. Augustine, Fla.
1926	13th: Maryland School for the Deaf, Frederick, Md.

<sup>1</sup> Special meetings of the conference held before 1948 are not indicated.

1928 14th: Tennessee School for the Deaf, Knoxville, Tenn.  
 1930 15th: Colorado School for the Deaf, Colorado Springs, Colo.  
 1933 16th: New Jersey School for the Deaf, West Trenton, N.J., International Congress on the Education of the Deaf.  
 1936 17th: Western Pennsylvania School for the Deaf, Edgewood, Pittsburgh, Pa.  
 1939 18th: Gallaudet College, D.C.  
 1944 19th: Western Pennsylvania School for the Deaf, Edgewood, Pittsburgh, Pa.  
 1948 20th: Minnesota School for the Deaf, Faribault, Minn.  
 1949 21st: Illinois School for the Deaf, Jacksonville, Ill.  
 1950 22d: Colorado School for the Deaf, Colorado Springs, Colo.  
 1951 23d: Missouri School for the Deaf, Fulton, Mo.  
 1952 24th: Arkansas School for the Deaf, Little Rock, Ark.  
 1953 25th: Washington School for the Deaf, Vancouver, Wash.  
 1954 26th: New Mexico School for the Deaf, Santa Fe, N. Mex.  
 1955 27th: American School for the Deaf, West Hartford, Conn.  
 1956 28th: Mississippi School for the Deaf, Jackson, Miss.  
 1957 29th: Tennessee School for the Deaf, Knoxville, Tenn.  
 1958 30th: Clarke School for the Deaf, Northampton, Mass.  
 1959 31st: Colorado Schools for the Deaf and the Blind, Colorado Springs, Colo.

PUBLISHED PROCEEDINGS OF THE CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF, 1868-1958

1868 Volume I: 1st meeting, 11th Annual Report of the Columbia Institution for the Deaf and Dumb (Gallaudet College), Washington, D.C.  
 1872 Volume II: 2d meeting, 10th Biennial Report of the Board of Trustees of the Michigan Institution for the Education of the Deaf, Dumb, and Blind, Flint, Mich.  
 1876 Volume III: 3d meeting, American Annals of the Deaf, No. 4, Mount Airy School for the Deaf, Philadelphia, Pa.  
 1880 Volume IV: 4th meeting, Steam Press of Gazette Printing Co., Northampton, Mass., Clarke School for the Deaf, Northampton, Mass.  
 1884 Volume V: 5th meeting, Biennial Report of the Minnesota School for the Deaf, Pioneer Press Co., St. Paul, Minn.  
 1888 Volume VI: 6th meeting, Clarion-Ledger Printing Establishment, Jackson, Miss., Mississippi School for the Deaf.  
 1892 Volume VII: 7th meeting, Colorado School Printing Office, Colorado Springs, Colo. Proceedings published in 1893.  
 1900 Volume VIII: 8th meeting, Alabama Institute for the Deaf, Printing Office, Talladega, Ala.  
 1904-50 Volumes IX-XXII: 9th to and including the 22d proceedings were published in the American Annals of the Deaf.  
 1951 Volume XXIII: 23d meeting, Missouri School for the Deaf. The minutes were published in the Proceedings of the Convention of American Instructors of the Deaf.  
 1952 Volume XXIV: 24th meeting, Arkansas School for the Deaf, Little Rock, Ark. Minutes were mimeographed.  
 1953 Volume XXV: 25th meeting, Washington School for the Deaf, Vancouver, Wash. The minutes were published in the Proceedings of the Convention of American Instructors of the Deaf.  
 1954 Volume XXVI: 26th meeting, New Mexico School for the Deaf, Santa Fe, N. Mex. Minutes were mimeographed.  
 1955 Volume XXVII: 27th meeting, American School for the Deaf, West Hartford, Conn. The minutes were published in the Proceedings of the Convention of American Instructors of the Deaf.  
 1956 Volume XXVIII: 28th meeting, Mississippi School for the Deaf, Jackson, Miss. Minutes were mimeographed.  
 1957 Volume XXIX: 29th meeting, Tennessee School for the Deaf, Knoxville, Tenn. The minutes were published in the Proceedings of the Convention of American Instructors of the Deaf.  
 1958 Volume XXX: 30th meeting, the Clarke School for the Deaf, Northampton, Mass. Minutes were mimeographed.

1950 Volume XXXI: 31st meeting, the Colorado Schools for the Deaf and the Blind, Colorado Springs, Colo. The minutes were published in the Proceedings of the Convention of American Instructors of the Deaf.

## HONORARY MEMBERS

## Retired superintendents:

	<i>School from which retired</i>
Dr. Ignatius Bjorlee	Maryland School.
Dr. Alfred L. Brown	Colorado School.
Dr. Burton W. Driggs	Idaho School.
Mr. Joseph E. Healy	Virginia School, Staunton.
Mr. Clayton H. Hollingsworth	Georgia School.
Dr. Madison J. Lee	Kentucky School.
Dr. A. C. Manning	Western Pennsylvania School.
Dr. Ethel A. Poore	Tennessee School.
Dr. Jackson A. Raney	Indiana School.
Dr. Carl E. Rankin	North Carolina School.

## Others:

Dr. Leo G. Doerfler	Eye and Ear Hospital, University of Pittsburgh.
Dr. Powrie V. Doctor	editor, American Annals of the Deaf, Gallaudet College.
Dr. Irving S. Fusfeld	retired vice president, Gallaudet College.
Dr. LeRoy D. Hedgecock	Department of otolaryngology and rhinology, Mayo Clinic and Mayo Foundation, Rochester, Minn.
Dr. Helmer Myklebust	Northwestern University.
Mr. Harley Z. Wooden	executive secretary of CEC and former superintendent of the Michigan School for the Deaf.

## INDEX

### A

	Page
Abernathy, Dr. Edward R.:	
Presiding, opening session	1
Report from international congress at Manchester, England	5
Act of incorporation	vii
Adapting TV quiz program technique to the classroom, Fred R. Murphy	185
Address of welcome, Roy M. Stelle	2
Advanced classes (speech)	181
Advanced hard of hearing (auditory training)	149
Allen, Mrs. John S.:	
Leader, workshop I, preschool and kindergarten	250
Leader, workshop VI, primary speech	179
Andrews, Harriet E., necrology notice	236
Aphasia in children: recent research, etc., Dr. Frank R. Kleffner	80
Aphasic children, research and treatment of	65
Arithmetic, the teaching of, Rudolph C. Hines	216
Auditory training, section on	133
Realistic goals in auditory training : Dr. Mary R. Costello	133
Workshop I, primary level	145
Workshop II, primary level	146
Workshop III, intermediate level	147
Workshop IV, advanced hard of hearing	149

### B

Baker, Walter D., greetings from the State of Colorado	2
Barnes, Harvey B., necrology notice	236
Beal, Mrs. Dorothy, leader, workshop VI, reading readiness 4-5- and 6-year-olds	23
Bebell, Dr. Mildred H., new trends in the teaching of reading	15
Bjorlie, Henry, leader, workshop I, social studies, international level	269
Blankenship, Robert A., necrology notice	236
Blattner, Mrs. J. W., necrology notice	236
Brandon, Dr. Wallace R., foreign languages on the college level	199
Brill, Tobias, necrology notice	236
Broader vocational program for girls, a	158
Brown, Mrs. Osie, leader, workshop III, reading instruction, international level	20
Brutten, Dr. Milton:	
Leader, workshop II, emotionally disturbed deaf	52
Some problems relating to differential diagnosis of auditory disorders in children	37
Burns, Dan, leader, workshop I, deaf-blind section	52

### C

Caldwell, Miss Golda, leader, workshop VI, language at primary level	130
Carr, Miss Josephine:	
Leader, workshop I, primary level (auditory training)	145
Leader, workshop V, speech production and correction	178
Carter, Miss Clyde, necrology notice	236
Casey, Miss Katherine, leader, workshop XVI, the library	32
Certification criteria for vocational teachers	272
Christmas, Miss Jeannette J., necrology notice	236
Clarke, Mrs. Margaret, leader, workshop II, language for the primary deaf child	125
Clatterbuck, M. B., out-of-school activities	101

	Page
<b>Coats, G. Dewey :</b>	
Leader, workshop III, industrial arts	281
Objects and benefits of trade versus industrial arts	284
<b>Coll, Mrs. Mary Belle, physical education for girls at Kansas School for the Deaf</b>	98
<b>Conference of Executives of American Schools for the Deaf 31st meeting</b>	284
Administrative problems panel	316
Business session	284
American Annals, report on, Dr. P. V. Doctor, editor	295
Discussion of report	285
Proposal for joint control of	285, 289
Antonia, Sister Marie, congratulations to	292
Articles of incorporation, amendment to	289
Certification of houseparents	292
Committee reports	289
Annals study	305
Captioned films	290
Deaf-blind	298
Executive committee	302
January 1959	302
June 1959	306
Recognition of meritorious service	303
Teacher training and certification	287, 299
Teacher training and certification, minutes	309
Deaf-blind, national committee report	287
Edward Allan Fay award	308
Election of officers	290
Federal legislation, report on	286
Green, Harold W., tribute	284
Grow, Charles B., introduction of	284
Joint secretariat	291
Journal of language disorders	290, 304
Lee, Dr. Madison J., honorary membership	285
Membership, certificate of	289
National organizations, report on	290
Proxies, approval of	284
Rainer, Dr. John D., problems of sex adjustment and family planning	316
Reading tests, report on	287
Roth, Stanley D., administration problems in residential schools	317
Treasurer's report	285, 295
Constitution	321
Constitution, amendment of	291
Honorary members	326
Meetings of conference	324
Membership lists	292
Proceedings of conference	325
Constitution of the convention	xxxv
<b>Convention of American Instructors of the Deaf :</b>	
Act of incorporation	vii
Annals, control	242
Business meeting	233
Constitution of the	xxxv
List of presidents	ix
Meetings of the	viii
Members of the	xiii
Officers	xi
Report of committees:	
Auditing	235
Changing name of the convention	242
Membership	239
Necrology	236
Nominating	243
Recognition of teachers	243
Resolutions	237
Treasurer's report	233

	Page
Constantia, Sister M., necrology notice	236
Coolidge, Mrs. Grace G., necrology notice	236
Costello, Dr. Mary R.:	
Realistic goals in auditory training	133
The present-day challenge in the education of the deaf	107
Counseling and guidance (deaf teachers section)	192
Cryder, Helen, necrology notice	236
Curriculum content, section on	197, 264
Arithmetic, the teaching of, Rudolph Hines	216
Foreign languages on the college level, Dr. Wallace R. Brandon	199
Mathematics, summary of discussion	222
Problems of teaching science, the, Don Pederson	225
Review of what is being done with social studies at the Texas school, Mrs. Bernadine Willingham	204
Science program at the California school at Berkeley, the, Harold Ramer	229
Science program at the Minnesota school, the, A. C. Esterline	223
Science program at the North Carolina school, the secondary, William Simpson	231
Social studies, Mrs. Rachel Hall	264
Social studies on the secondary level, summary	214
Social studies, the teaching of, Aubrey L. Painter	212
Subtraction in the intermediate grades, Erwin W. Marshall	219
Transitional social studies curriculum, a, John Gant	209
Workshop I, social studies, international level	260
Workshop II, mathematics, secondary level	270
Workshop III, science, intermediate level	271
<b>D</b>	
Davies, Everett, necrology notice	236
Davis, W. H., necrology notice	236
Day, Mrs. Ellen Lyle, necrology notice	236
Day school teachers' dinner	106
Deaf-blind section	52
Deaf child with acute reading disability, the	28
Deaf teachers, section for	183
Adapting TV quiz program techniques to the classroom	185
Deaf teachers' panel	183
Is the use of standardized test forms fair to the deaf?	186
Need for a wholesome sex course, the	189
Reading	187
Scholastic achievement	188
Scientific education	187
Summarization of panelists discussions	190
Workshop I, education and curriculum	191
Workshop II, counseling and guidance	192
Workshop III, sign language, sex education, counseling	193
Workshop IV	193
Workshop V	195
Workshop VI	196
Dedrick, Mrs. Daniel W., leader, workshop II, reading in the primary curriculum	19
Delgado, Gilbert L.:	
Demonstration of the EDL controlled reader	160
Leader, workshop visual education	161, 183
Demonstration of the EDL controlled reader, Gilbert L. Delgado	160
Dial, Miss Helen, leader, workshop V, the teaching of language in the advanced department	127
Dobson, Chester C.:	
Leader, workshop II	156
Offset printing, a new challenge	156
Doctor, Dr. Powrie V.:	
The teacher of the deaf and the educational press	113
Workshop on multiple handicaps	34
Drennen, Miss Genevieve, leader, workshop III, auditory training	147

	E	Page
Education and curriculum		191
Education of the deaf, the present day challenge in the, Dr. Mary R. Costello		107
Elstad, Dr. Leonard M., letter of transmittal		111
Emotionally disturbed deaf		52
Esterline, A. C., the science program at the Minnesota school		223
Evaluation of reading skills		30
<b>F</b>		
Farquhar, G. C., reading		187
Fay, Miss Helen, necrology notice		236
Foltz, Edward S., necrology notice		236
Foreword, William J. McClure, editor		v
Foreign languages on the college level, Dr. Wallace R. Brandon		199
Frisina, Dr. Robert, presiding, section on research		68
Frueh, Dr. Frank X., research in auditory testing, etc		85
<b>G</b>		
Gant, John, a transitional social studies curriculum		200
Gardner, Helen, necrology notice		236
Garretson, Mrs. Audrey, necrology notice		236
Giangreco, C. Joseph, administration in the residential school		254
Gover, C. L., leader, workshop IV, reading in the content fields in the advanced grades		20
Grace, Dr. Homer E., invocation		1
Grant, Mrs. June:		
Leader, workshop IV, preschool language		126
Workshop VII, language for the intermediate classes		131
Graveline, Rev. Br. Alfred, CVS, necrology notice		236
Greetings from the city of Colorado Springs, William C. Henderson		4
Greetings from the State of Colorado, Walter D. Baker		2
Griffing, W. Theodore:		
International Congress on the Modern Educational Treatment of Deafness		9
Leader, workshop III, intermediate language		125
Workshop VI (deaf teachers)		196
Guilick, Mrs. Mabel, leader, workshop VII, reading readiness: 5½- and 6-year-old children		23
<b>H</b>		
Hall, Mrs. Rachel, social studies		264
Hanson, Miss Grace, leader, workshop I, language in the primary grades in State residential schools		124
Harrell, Miss Hattie, leader, workshop VII, primary speech		180
Harris, Louie E., leader, workshop VIII, reading vocabulary		24
Hauberg, Margaret, necrology notice		236
Health and physical education, section on		92
Methods of teaching physical education, Frank R. Turk		92
Out-of-school activities, M. B. Clatterbuck		101
Physical education program for girls in Kansas School for the Deaf, Mrs. Mary Belle Coll		98
Workshop, outside-of-school activities, Lloyd Parks, leader		105
Henderson, William C., greetings from the city of Colorado Springs		4
Hicks, Miss Audrey, leader, workshop VIII, public schools		131
Hines, Rudolph C., the teaching of arithmetic		216
Hoge, Leslie, necrology notice		236
Hogie, Eugene, necrology notice		236
Homemaking teachers (vocational training section)		282
How to promote more functional shop language, Donald Wilkinson		273
How vocational education today can best serve the deaf, Dr. Boyce R. Williams		152
Hudgins, Dr. C. V., research in speech for the deaf, etc		74

## I

	Page
Industrial arts (vocational training section)-----	281
Intermediate language-----	125
Intermediate level (auditory training)-----	147
Intermediate level (language)-----	132
International Congress at Manchester, England, report from:	
Dr. E. R. Abernathy-----	5
W. Theodore Griffing-----	9
Miss Alyce Thomas-----	7
Interpreters for the convention-----	xxxvii
Invocation, Dr. Homer E. Grace-----	1
Is the use of standardized test forms fair to the deaf?-----	186

## J

Jones, Uriel C., leader, workshop II, occupational possibilities-----	277
---	-----

## K

Kendrick, Harry L., necrology notice-----	236
Kennedy, Richard, necrology notice-----	236
Kent, Miss Margaret, presiding, section on multiple handicaps-----	33
Kepler, Adele M., necrology notice-----	236
Kerr, M. Marcus, necrology notice-----	236
Kleffner, Dr. Frank R.:	
Aphasia in children: recent research, etc-----	80
Research and treatment of aphasic children-----	65
Kopp, Mrs. H., leader, workshop III, preschool speech-----	176

## L

Lang, George, a broader vocational program for girls-----	158
Langley, Mrs. Maxine, leader, workshop VIII (speech), advanced classes-----	181
Language, section on:	
Language, Miss Lucy Moore-----	115
Language development in young deaf children, Dr. Bernard Th. Tervoort, S.J.-----	120
Workshop I, language in the primary grades-----	124
Workshop II, language for the primary deaf child-----	125
Workshop III, intermediate language-----	125
Workshop IV, preschool language-----	126
Workshop V, teaching of language in the advanced department, the-----	127
Workshop VI, report of language workshop at primary level-----	130
Workshop VII, language for the intermediate classes-----	131
Workshop VIII, public schools-----	131
Workshop IX, intermediate level-----	132
Language, Miss Lucy Moore-----	115
Language, development in young deaf children, Dr. Bernard Th. Terervoort, S.J.-----	120
Language for the intermediate classes-----	131
Language for the primary deaf child-----	125
Language in the primary grades in State residential schools-----	124
Lauder, Lorne R., necrology notice-----	236
Leenhouts, Myron A., leader, workshop III, the mentally retarded deaf child-----	55
Letter of submittal-----	IV
Letter of transmittal-----	III
Lewis, Harland J.:	
Leader, workshop IX, intermediate level language-----	132
Presiding, curriculum content section-----	198
Library in a school for the deaf, the-----	32
Little paper family dinner-----	113
Teacher of the deaf and the educational press, the, Dr. P. V. Doctor-----	113
Lowell, Dr. Edgar L., research in speech reading, etc-----	68

M	Page
Marshall, Erwin W., an evaluation of methods of teaching subtraction	219
Mathematics, secondary level	270
McClure, William J., foreword	v
McCullough, Lucille, necrology notice	236
McDermott, Miss Juliet, leader, workshop XI, special problems of reading instruction for deaf children with additional handicaps	27
McDowell, Mrs. Vi, leader, workshop III, science, intermediate level	271
McGarry, Mrs. Daniel, leader, workshop IX, motivating the deaf child to read	25
Meetings of the convention, dates and places	viii
Membership list	xiii
Mentally retarded deaf child, the	55
Methodology in reading instruction	18
Methods and materials used in teaching speech	176
Methods of teaching physical education, Frank R. Turk	92
Miller, Dr. June:	
Leader, workshop II, preschool and kindergarten	252
Moderator, panel on multiple handicaps	44
Moore, Miss Lucy:	
Language	115
Leader, workshop IX, speech for hard of hearing	182
Moriarity, M.U., leader, workshop X, the reading program	26
Motivating the deaf child to read	25
Multiple handicaps, section on:	
Introductory remarks, Miss Margaret Kent	33
Panel discussion	44
Some problems relating to differential diagnosis of auditory disorders in children, Dr. Milton Brutten	37
Workshop on multiple handicaps, Dr. Powrie V. Doctor	34
Workshop I, deaf-blind section	52
Workshop II, emotionally disturbed deaf	52
Workshop III, mentally retarded deaf child, the	55
Workshop IV, research and treatment of aphasic children, etc	65
Murphy, Fred R.:	
Adapting TV quiz program techniques to the classroom	185
Deaf teachers' panel	185
Leader, workshop V (deaf teachers)	195
Murphy, James W., necrology notice	236
N	
Necrology committee, report of	236
New trends in the teaching of reading, Dr. Mildred H. Bebell	15
Newman, Lawrence:	
Leader, workshop II, mathematics, secondary level	270
Leader, workshop IV (deaf teachers)	193
Norwood, Malcolm, leader, workshop XIV, evaluation of reading skills	30
O	
Objects and benefits of trade versus industrial arts, G. Dewey Coats	278
Occupational possibilities	277
Officers of the convention	xi
Offset printing, new challenge, Chester C. Dobson, Sr	156
Organization of the reading program	26
Out of school activities, M. B. Clatterbuck	101
Outside of school activities, workshop, Mr. Lloyd Parks, leader	105
Owens, Mrs. Bernice, leader, workshop IV, homemaking teachers	282
P	
Painter, Aubrey L., the teaching of social studies	212
Parent counseling, Mrs. Alathena J. Smith	246
Parks, Lloyd, leader, workshop, outside of school activities	105

	Page
Parks, Roy, leader, workshop I, methodology in reading instruction	18
Paxson, Miss Grace, leader, workshop III, preschool and kindergarten	252
Pearce, Miss Jane T.:	
Leader, workshop II (speech), rotating classes	174
Leader, workshop IV, advanced hard of hearing	149
Pederson, Don, the problems of teaching science	225
Phillips, Miss Frances, presiding, section on reading	14
Physical education program for girls at Kansas School for the Deaf, Mrs. Mary Belle Coll.	98
Pickett, Mrs. Dorothy, leader, workshop IV, advanced hard of hearing	149
Place of reading in the primary curriculum, the	19
Place of reading instruction on the intermediate level, the	20
Preschool and kindergarten, section on	245
Parent counseling, Mrs. Alathena J. Smith	246
Workshop I, Mrs. John S. Allen, leader	250
Workshop II, Dr. June Miller, leader	252
Workshop III, Miss Grace Paxson, leader	252
Preschool language	126
Preschool speech	176
Present-day challenge, the, Dr. Mary R. Costello	107
Presidents of the convention	IX
Primary level (auditory training)	145, 146
Primary speech	179
Principals and supervising teachers, section on	253
Some aspects of administration, C. Joseph Giangreco	254
Workshop I, criteria for grade placement	260
Workshop II, criteria for grade placement	262
Problems of teaching science, the, Don Pederson	225
Propf, George, leader, workshop (deaf teachers)	197
Public schools (language)	131

## R

Rahmlow, Howard:	
Leader, workshop I, proposed vocational certification requirements	155
Presiding, section on vocational training	151
Ramger, Harold H., science at the California school, Berkeley	229
Reading, G. C. Farquhar	187
Reading in the content fields in the advanced grades	20
Reading, new trends in the teaching of, Dr. Mildred H. Bebell	15
Reading program in relation to Gallaudet College entrance, the	21
Reading readiness: 4-, 5-, and 6-year-olds	23
Reading readiness: 5½- and 6-year-old children	23
Reading, section on	14
Workshop I, methodology in reading instruction	18
Workshop II, place of reading in the primary curriculum, the	19
Workshop III, place of reading instruction on the intermediate level	20
Workshop IV, reading in the content fields in the advanced grades	20
Workshop V, reading in relation to Gallaudet College entrance	21
Workshop VI, reading readiness: 4-, 5-, and 6-year-olds	23
Workshop VII, reading readiness: 5½- and 6-year-old children	23
Workshop VIII, reading vocabulary	24
Workshop IX, motivating the deaf child to read	25
Workshop X, organization of the reading program	26
Workshop XI, special problems of reading instruction for deaf children with additional handicaps	27
Workshop XII, deaf child with acute reading disability, the	28
Workshop XIII, using visual aids and other instructional aids in the reading room	29
Workshop XIV, evaluation of reading skills	30
Workshop XV, suitable reading materials for the deaf child	32
Workshop XVI, library in a school for the deaf, the	32
Reading vocabulary	24
Realistic goals in auditory training, Dr. Mary R. Costello	133
Reilly, Mrs. Mamie, leader, workshop I (speech), intermediate level	173

Report from International Congress at Manchester, England:	Page
Dr. Edward R. Abernathy	5
W. Theodore Griffing	9
Miss Alyce Thomas	7
Report of language workshop at primary level	130
Research and treatment as aphasic children	65
Research in auditory testing, etc., Dr. Frank X. Frueh	85
Research in speech reading, etc., Dr. Edgar L. Lowell	68
Research, section on	67
Aphasia in children, etc., Dr. Frank R. Kleffner	80
Research in auditory testing, etc., Dr. Frank X. Frueh	85
Research in speech of the deaf, etc., Dr. C. V. Hudgins	74
Research in speech reading, etc., Dr. Edgar L. Lowell	68
Review of what is being done with social studies * * * at the Texas school, Mrs. Bernadine Willingham	204
Reynolds, Mrs. Millicent, the Tach X Viewlex	162
Reynolds, Ralph E., necrology notice	236
Ritzert, Sister Rose Gertrude, necrology notice	236
Roberts, Arthur L., necrology notice	236
Ryan, Dr. Genevieve, letter of submittal	iv
S	
St. Amant, Mrs. Zilphia O., necrology notice	237
Schofield, Harry, leader (deaf teachers):	
Workshop I, education and curriculum	191
Workshop II, counseling and guidance	192
Scholastic achievement	188
Science, intermediate level	271
Science at the California school, Berkeley, Harold Ramer	229
Science at the North Carolina school, the secondary, William Simpson	231
Science at the Minnesota school, A. C. Esterline	223
Science, the problems of teaching, Don Pederson	225
Scientific education	187
Scouten, Edward L.:	
Leader, workshop V, the reading program in relation to Gallaudet College entrance	21
Moderator, deaf teachers panel	183
Section meetings:	
Auditory training	133
Curriculum content	197, 264
Deaf teachers	183
Health and physical education	92
Language	115
Multiple handicaps	33
Preschool and kindergarten	245
Principals and supervising teachers	253
Reading	14
Research	67
Speech	164
Visual education	159
Vocational training	150, 272
Senate Resolution 190	11
Sex course, the need for a wholesome	189
Silverman, Dr. S. Richard, teaching speech (an adaptation)	164
Simmons, Miss Audrey Ann, leader, workshop II, auditory training	146
Simpson, William M., science program at the North Carolina school	231
Smith, Mrs. Alathena J., parent counseling	246
Social studies, Mrs. Rachel Hall	264
Social studies, international level	269
Social studies on the secondary level (summary)	214
Social studies, the teaching of, Aubrey L. Painter	212
Some aspects of administration, C. Joseph Giangreco	254

	Page
Some problems relating to differential diagnosis of auditory disorders in children, Dr. Milton Brutten	37
Special problems of reading instruction	27
Speech of the deaf, research in, Dr. C. V. Hudgins	74
Speech reading, research in	68
Speech, section on	164
Teaching speech (an adaptation), Dr. S. Richard Silverman	164
Workshop I, intermediate level (lower)	173
Workshop II, rotating classes	174
Workshop III, preschool speech	176
Workshop IV, methods and materials used in teaching speech in preschool and kindergarten	176
Workshop V, speech production and correction	178
Workshop VI, primary speech	179
Workshop VII, primary speech	180
Workshop VIII, advanced classes	181
Workshop IX, speech for the hard of hearing	182
Stelle, Roy M., address of welcome	2
Stovall, Mrs. Mary C., necrology notice	237
Subtraction in the intermediate grades (an evaluation), Erwin W. Marshall	219
Suitable reading materials	32
T	
Taylor, John T., necrology notice	237
Taylor, Luther, necrology notice	237
Teacher of the deaf and the educational press, Dr. Powrie V. Doctor	113
Teaching of language in the advanced department, the	127
Teaching speech (an adaptation), Dr. S. Richard Silverman	164
Tervoort, Dr. Bernard Th., S. J., language development in young deaf children	120
Thomas, Alyce, International Congress on Deafness	7
Thornberry, Mrs. Mary, necrology notice	237
Titsworth, Miss Elizabeth, leader, workshop IV, methods and materials used in teaching speech in preschool and kindergarten	176
Transitional social studies curriculum, a, John Gant	200
Turk, Frank R., methods of teaching physical education	92
U	
Using visual aids and other instructional aids in the reading room	29
V	
Visual education, section on	159
Demonstration of the EDL controlled reader	160
Tach X Viewlex, the	162
Vocational certification requirements, proposed	155
Vocational training, section on	150, 272
Certification requirements for vocational teachers	272
How to promote more functional shop language, Donald Wilkinson	273
How vocational education today can best serve the deaf, Dr. Boyce R. Williams	152
Objects and benefits of trade versus industrial arts, G. Dewey Coats	278
Workshops, Tuesday, June 30:	
Workshop I, proposed vocational certification requirements	155
Workshop II, offset printing, a new challenge	156
Workshop III, broader vocational program for girls	158
Workshops, Thursday, July 2:	
Workshop I, how to promote more functional shop language	277
Workshop II, occupational possibilities	277
Workshop III, industrial arts	281
Workshop IV, homemaking teachers	282

	W	Page
Watkins, Helen W., necrology notice		237
Weingarten, Mrs. Jessie B., necrology notice		237
Wilkinson, Donald:		
How to promote more functional shop language		273
Leader, workshop I, vocational section		277
Williams, Dr. Boyce R., how vocational education today can best serve the deaf		152
Willingham, Mrs. Bernadine, a review of what is being done with social studies * * * at the Texas school		204
Wolach, Marvin, leader (deaf teachers), workshop III, sign language, sex education, counseling		193
Wolf, Mrs. Edna L., leader, workshop XIII, using visual aids and other instructional aids in the reading room		29
Wood, Mrs. Hattie L., necrology notice		237
Workshop on multiple handicaps, Dr. Powrie V. Doctor		34
Wright, Alexander S., necrology notice		237
Wright, Mrs. Adele, leader, workshop XII, the deaf child with acute reading disability		28

age  
297  
297  
273  
277  
152  
204  
193  
29  
297  
34  
297  
28